DOCUMENT RESUME

ED 073 254 VT 018 773

TITLE	Career Awareness. A Teacher's Guide for Elementary Grades.
INSTITUTION	Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	72
NOTE	267p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Bibliographies; *Career Education; Cluster Grouping; Concept Formation; *Elementary Grades; *Humanities; *Integrated Curriculum; Learning Activities; Occupational Information; Resource Materials; *Teaching Guides; Teaching Techniques; Visual Aids
IDENTIFIERS	*Career Awareness

ABSTRACT

This teaching guide for the elementary grades contains summaries, in a four-column format, of (1) concepts, (2) activities, (3) resources and references, and (4) linking content, for career education activities in the following fields: (a) community industries, (b) agricultural occupations, (c) distributive education, (d) health occupations, (e) business and office occupations, and (f) technical and trade and industrial education. Various bibliographies and resource lists are appended. Developed under the guidance of the Arkansas State Program Planning Section by a group of teachers, counselors, guidance personnel, students and principals, this project was funded through a research grant under Public Law 90-756. Student drawings illustrate the text, which includes a rationale for these integrated career awareness units and numerous job descriptions correlated with the instructional materials. A wide range of teaching techniques is encouraged, including field trips, role-playing, group discussions, and creative activities. (AG)

FILMED FROM BEST AVAILABLE COPY

ED 073254

ELEMENTARY TEACHER'S GUIDE

CAREER AWARENESS

ED 073254

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT. POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

CAREER AWARENESS

A TEACHER'S GUIDE FOR ELEMENTARY GRADES

State of Arkansas
Department of Education
A. W. Ford, Director

1972

Project Funded through Research Grant under
PL 90-756, Part C

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	i
FOREWARD	ii
PART I - COMMUNITY INDUSTRIES	1
A. Making a Field Trip	2
B. A Trip to a Pet Shop	5
C. A Trip to the Fire Station	8
D. Community Industries	9
E. The Home	19
F. Worker's Attitude	25
G. Foundations for Occupational Planning	33
PART II - AGRICULTURAL OCCUPATIONS	37
A. Dairy Farmer	38
B. Orchard Manager	44
C. Forester	50
D. Wheat Farmer	60
E. Broiler Grower	66
PART III - DISTRIBUTIVE EDUCATION	71
A. Waiters and Waitresses	72
B. Real Estate Agent	80
C. Drugstore Salesclerk	86
D. Truck Driver	96
E. Groceryman	104
F. Gasoline Service Station Attendant	110
G. Bank Teller	118
PART IV - HEALTH OCCUPATIONS	126
A. Doctor	128
B. Pharmacist	134
C. Registered Nurse	140
D. Nurse's Aide	148
E. Dietician	154

PAGE

PART V - BUSINESS AND OFFICE OCCUPATIONS 160

A. Secretary and/or Stenographer 162
B. Receptionist 170
C. Cashier 178
D. Telephone Operator 184
E. Postman 192
F. Postmaster 200

PART VI - TECHNICAL AND TRADE AND INDUSTRIAL EDUCATION 208

A. Baker 210
B. Fireman 216
C. Electrician - Construction and Maintenance 224
D. Bricklayer 230
E. Carpenter 236
F. Cosmetologist 244
G. Policeman 252
H. Automobile Mechanic 258

PART VII - APPENDIX 265

A. Suggested Audio Visual Aids 266
B. Bibliography of Book Publishers 270
C. Bibliography of Film Sources 273
D. Bibliography of Magazines and Newspapers 275
E. Bibliography of Pamphlet Publishers 276
F. Suggested Readings 278

ACKNOWLEDGEMENTS

The development of the guide was under the direction of the Program Planning Section of the Division of Vocational, Technical and Adult Education, State Department of Education, Little Rock, Arkansas. Grady Knight, Coordinator of Program Planning, directed the project. Funding was made available through Part C Funds of P.L. 90-576. Special recognition is given to the following individuals who helped in the development of the units.

Mrs. Delma Turner Project Leader	Specialist, Elementary Guidance, Dept. of Education
Mrs. Glena Newman Assistant Leader	Counselor, Exemplary Project, Harrison
Mrs. Faye Linam	Elementary Counselor, Magnolia
Mrs. Ailsie Childs	Elementary Principal, Gentry
Mrs. Amanda Martin	Elementary Teacher, Little Rock
Mrs. Betty Chapman	Elementary Teacher, Little Rock
Mrs. Mary Tyler	Elementary Teacher, Little Rock
Mrs. Mary Harness	Elementary Teacher, Harrison
Miss Jimmie Hamrick	Elementary Teacher, Mountain Home
Miss Irma Davidson	Retired Elementary Principal, Little Rock
Miss Imogene Hines	Retired Elementary Principal, Little Rock
Mrs. Lela Willis	English Teacher, Little Rock
Miss Marsa Chapman	Student, Hall High School, Little Rock

Personnel of the Department of Education are grateful to personnel of the Little Rock School District for services rendered in connection with operational and fiscal aspects of the project.

J. Marion Adams
Associate Director for
Vocational, Technical, and Adult Education

FOREWORD

Today's children are reared in an atmosphere that is divided between the world of work and leisure time. Children look forward each day to the return of working members of the family and enjoyment of leisure even if leisure time is minimal. They look forward to vacation time. As the child matures to school age, he gradually comes to realize that different individuals seem to derive varying degrees of satisfaction from their work. He realizes one buys goods and services from money earned.

The elementary student, while still in the exhilirating age of curiosity and impressionability, is very responsive to exposure to career awareness. Career awareness and an appreciation for the dignity of all work prepare the child for the period when he makes an occupational choice, regardless of the type or level of work involved.

Through the Vocational Education Amendments of 1968 Congress recognized the need for programs designed to familiarize elementary students with the broad range of occupations and skills needed for each. Schools are now encouraged to provide developmental programs of career awareness within the framework of the curriculum to provide realistic goals that will make existing curriculum subjects meaningful.

The units in this guide are planned to provide a motivation for exploring an occupation by making the student aware, through involvement, of various activities in the world of work. Parents and others are drawn into the activities so that there may be a carryover of ideas from the student's school life to his home and community life. Through awareness of his world of work and leisure, the child gains an understanding of self - both strengths and weaknesses. This understanding of self will help in the transition from the age of fantasy, to making a tentative choice and then a realistic choice of life's work.

This publication is designed to help elementary teachers to integrate career awareness within the framework of the existing curriculum. It is not intended that all occupations be included; however, resourceful teachers will develop additional units relevant to the businesses and industries in the local community.

What shall I be?

By Marsa Chapman

GENERAL INFORMATION UNITS

COMMUNITY INDUSTRIES*

I. JOB DESCRIPTION

II. WORKING CONDITIONS

III. TRAINING AND OTHER QUALIFICATIONS

IV. OTHER INFORMATION

*A JOB DESCRIPTION IS NOT AVAILABLE WITH THIS UNIT, BUT TEACHERS CAN HAVE STUDENTS WRITE JOB DESCRIPTIONS FROM INTERVIEWS THEY MAKE WITH VARIOUS PERSONNEL AT PLANTS OR BUSINESSES THEY VISIT ON FIELD TRIPS.

MAKING
A
FIELD TRIP

INTRODUCTION

Have you ever taken a group of children on a field trip? A well planned and executed trip is one of the most exciting experiences pupils can have. Each field trip is made up of three essential parts: the pre-planning, the learning experience of the excursion itself, and the re-living and re-learning experiences which follow.

Increasing numbers of teachers are discovering that children learn best from firsthand experiences. They may read about community helpers, but they really never learn to the best advantage until they see people at work. Then the reading takes on new meaning for them. Problems in the world of work become more real when pupils can be taken into the community to study the industries and occupations in the surrounding area.

Everyone in the group must have a part in the planning, even if the trip is a small one for very young children. The details of planning and the preparation for the trip will depend on the age of the pupils.

A summary report of a few excursions and suggestions for the preparation and follow-up learning experiences is included in this bulletin. It is hoped that this material will be helpful to those teachers who may be hesitant about going outside the schoolroom in search of information.

PREPARATION

The success of any field trip depends on how much thought, pre-planning, and organization the teacher has employed before the students ever leave the school. Preparation is the keynote, if the child is to have a pleasant and fruitful learning experience.

Arrangements with Principal. A consultation with the school principal to secure approval for a trip is the first job the teacher or counselor undertakes. Transportation facilities and costs may be discussed at this time also.

Arrangements with Officials at Destination. Contact the place to be visited well in advance of the date planned. Secure permission from the persons in charge. Arrange with them conveient times, the number they can accommodate, and the grade level they prefer to handle. Don't forget inquiries about rest room facilities. Ask if any fees are to be charged, and if so, check again with the school principal. To complete definite arrangements, make specific plans with the host as to date, time, and other details. Ask for any special program or the agenda they may wish to have followed.

Parent's Permission. Now obtain written permission for taking the trip from parents. This is often carried out by sending home a note which the parent should sign and return. For a short trip involving no transportation problems, sometimes this step may be omitted, but the omission places upon the teacher and counselor the entire responsibility for safety, behavior, and control.

Adult Leaders. With large groups, it may be advisable to ask several parents (one for each eight or ten children) to help in managing the trip. These adult leaders should be thoroughly briefed by the teacher in charge. If they can take the tour in advance of the class, teachers and adult leaders will find opportunity to become acquainted with the people guiding the tour and the area to be covered. It is not necessary for all children to go on the field trips. Often information on specific jobs may be obtained by fewer children accompanied by parents.

If the teacher does use adult leaders, remember they play an important role. Furnish them with a complete list of children in their care. If at all possible, find the opportunity for them to become personally acquainted with their groups before starting out. If a parent or parents accompany the children, they should be involved in all the pre-planning and follow-up.

Transportation. Methods of transportation depend upon distance and practices of particular localities. Frequently mothers are glad to furnish cars and serve as adult leaders at the same time. Transportation by bus often proves more practical because it keeps the group together and affords the teacher an easier and more unified control of the activities and behavior. In any event, several precautions to observe are: be sure any private cars used are adequately covered by insurance; map out the route the class intends to take in getting to the destination; most important - stick to it; avoid any unplanned stops, make sure everyone is familiar with this route; establish check points if the groups are to be separated.

Time Involved. Time-span is important. Budget time carefully. If the excursion is to extend throughout a day, provision for lunch and rest stops must be made in advance. Avoid trying to plan too much for a short time. Make sure enough time is allotted for getting to the destination and the return. Trying to pack too much in one trip and the consequent rush may easily spoil the effect of the trip.

Teacher-Pupil Planning. If the student is to gain full benefit from a field trip, he should participate in the planning. As much value may be derived from the planning activities as from the trip itself. This may furnish valuable motivation for library reading, interviews, and other activities appropriate to the grade level.

With the children, establish the main points to be accomplished. Limit these to a few outstanding features.

Behavior. Undesirable student behavior will ruin an excursion. Be sure each one realizes his personal responsibility for courteous behavior and respect for property.

Safety. Great stress should be placed on safety consciousness. Discuss at length with the children the hazards they may encounter and the necessity for obeying all safety rules. When children set up their own rules, they are more certain to obey them.

Final Organization. Plan the agenda carefully with the students. Make sure everyone knows exactly where he is going from the moment he leaves the school until he returns. Organize with them all procedures to be used during the trip. (Rest rooms, drink of water, where they will eat lunch.)

Let organization and careful preparation be your by-word in undertaking any excursion.

THE FOLLOW-THROUGH

A field trip may be a preview of a study that is to be made or a review of a unit already completed. In either case, each field trip should be related to a learning process started before and continued after the trip. The follow-through after the trip is important and yields many varied and interesting correlated activities that the wise teacher will use to further the educational value of the excursion.

Thank You Letters. One of the first items to be considered by the teacher and children upon return from the trip is the writing of thank you letters to the place visited and to any adult leaders who may have helped with the trip.

Behavior and Courtesy Evaluation. Discussion of the behavior of the group (both good and bad), and suggestions from the children themselves as to how their behavior and courtesy should be improved on their next trip should be an immediate follow-up. This is the time to mention safety rules which were or were not observed by the children.

Display of Materials and Discussion. Pictures, charts, samples, or booklets given to the teacher or children by the place visited may be placed together upon a bulletin board or table. There the children can look at all of them and discuss among themselves and with the teacher the various things they saw and learned. This is an opportune time for the teacher to mention points of interest which he may want to stress. If materials are collected on the trip, they should be kept together by the teacher or adult with the group.

Vocabulary. New words and their meanings will have been learned from the visit. These words may be written on the board during the above mentioned discussion so that the child can see how the words are spelled and gain a visual picture of the word. Writing will be more meaningful if the words have been placed on the board.

Reports. Other classes enjoy hearing about the trip made, and it furnishes an excellent opportunity to correlate many activities into the one project. Oral and written reports, panel discussions, and use of the tape recorder are means by which the reports can be given. Sometimes skits written and produced by the children provide interesting material for a play or radio program to be presented. Articles about the field trip should be written by the students for their school and local papers.

Use of Reference Materials. In several of the activities mentioned need may arise for reference materials, thus giving motivation for using the library. Sometimes completely new units of study result from this reference work.

Art Activities. A field trip often motivates art work of different types. Children enjoy building or reproducing things seen on the trip. Murals also give them an opportunity to express what they have seen.

Arithmetic Concepts. Arithmetic problems concerning the trip and the place visited may arise. This often stimulates interest in mileage, percentage, charts, graphs, food for lunch, and other activities, depending upon the age level of the child.

Careful preparation and a well planned follow-up for any field trip determines largely the real value gained from such an excursion. To realize the most from the trip and actually make it worth the time and energy spent upon it, well organized study and activities related to the trip must follow. Let the interests and enthusiasm of the boys and girls be a factor in deciding what some of these activities are to be.

Illustrations

A TRIP TO A PET SHOP
(Kindergarten or First Grade)

I. Preparation
   A. Stories about pets
   B. Discussion of pets in stories and pets owned by pupils
   C. Care of pets
   D. Naming pets
   E. Behavior of pets
   F. Unusual experiences of pets (tricks,
   G. Drawings of pets
   H. Display of caged pets such as hamsters, birds, white mice, rabbits, etc.

II. Conduct on excursion
   A. Practice in safety games
   B. Walking by twos
   C. Obeying signals by leader
   D. Forming groups quickly and quietly
   E. Discussion about courtesy to classmates and other people
   F. Directions about walking in a group
   G. Discussion of behavior on the bus if one is to be used
   H. Allow the group to elect a leader who remains in front of the group to set the pace.
   I. Select a follower to keep in pace with the group.

III. Arrangements
   A. Arrange with proprietor for a convenient date and hour
   B. Plan to include a questioning session sometime during the visit with someone from the shop to answer the pupils' questions.

IV. The pet shop
- A. Welcome by the proprietor
- B. Pupils allowed to explore by twos
- C. Gather in group for questioning session
- D. Call attention to the many different kinds of pets
- E. Pupils encouraged to get around to as many cages as possible
- F. Assemble for return
- G. Purchase of classroom pet at this time if it seems desirable
- H. Expression of appreciation by group.

V. Vocational Information
- A. Observe what kind of work the proprietor does to keep the pets happy.
- B. Does he own the shop or is he a helper?
- C. Who helps him take care of the pets?
- D. Is the proprietor a man or woman?
- E. Could a man or woman keep the pet shop?
- F. How many hours per day must he work?
- G. What are the things he likes and dislikes about his job?

VI. Follow-up activities
- A. Discussion about pets seen and pets the children would like to have
- B. Good topic for discussion at this time provided by wild animals
- C. Thank you letter for visit prepared by teacher or counselor with help of children
- D. Pictures of the trip drawn or painted by the children (May make photographs)
- E. Discuss and illustrate why it is important to have dependable people care for the pets
- F. Pictures and stories (dictated to teacher) about the childrens' pets

Books - Pet Shop

Green, Carla: Animal Doctors: What Do They Do?
Harper & Row 1967 (K-2)

Hefflefinger, Jane and Elaine Hoffman: At The Pet Hospital
Melmont (1-3)

Pet Library - 25¢ each
Tfh Books - P. O. Box 33, Jersey City, N. J.
Many titles on "How To" for pets. 07303

Pets Around the World, Allsop and Chapel

Books (cont'd)

Collier, James Lincoln: A Visit to the Firehouse, Morton, (1-3)
Green, Carla; What Do They Do? Police and Fireman, Harper &Row (K-2)
Bailey, Colin; Firehouse Book, 1970, Child size Golden Book (K-2)
Jean & Ned Wilkinson; Come to Work With Us in a Fire Station
Childrens Press, 1224 West Van Buren Street, Chicago, Ill. 60607

Audio-Visual

Fire Department Helpers 1968

8 colorprints and records SVE
Society for Visual Education, Inc.
1345 Diversey Parkway, Chicago, Illinois 60614
Set @ $8.00

Fire House (1958) 29 Frames, Color (C.M.C.)
Curriculum Materials Corp.
1319 Vine Street, Philadelphia, Pa. 19107

Let's Be A Fireman Record 1967 (ERS)
Educational Recording Servie
5922 Abernathy Drive
Los Angeles, Calif. 90045

Fireman - Primary - 11 min. 0730
Department of Education

A TRIP TO THE FIRE STATION
(First Grade)

This trip might be used to culminate the first grade unit of "City Helpers". It may be used to motivate children to learn more about how people work together in their community.

I. Preparation
   A. Permission slips from parents
   B. Arrangements made with fire chief
   C. Courtesy on the trip
   D. Safety rules while on the bus and street

II. Vocabulary
   A. Demonstration of equipment
      1. Siren
      2. Lights
      3. Hoses
      4. Ladders
      5. Pole Sliding
      6. Life saver net
   B. Questioning session

III. The Fire Station
   A. Workers at the Fire Station
   B. Questionion session:
      1. How does the fire chief help the community?
      2. What does he do when there is not a fire?
      3. What kind of training is required to become a fire chief?
      4. What is the difference between a chief and a fireman?
      5. What is a volunteer fireman?
      6. What are the hazards of the job?
      7. Why do people want to be a fireman?

IV. Culminating activities
   A. Drawing a picture of the part of the trip liked best
   B. Experience stories
   C. Dramatizations
   D. Thank you letters
   E. Choosing samples of letters and pictures to be sent to firemen
   F. Write an experience chart about the fire chief and his helpers
   G. Suggest each child contribute one sentence about the fireman

Books (cont'd)

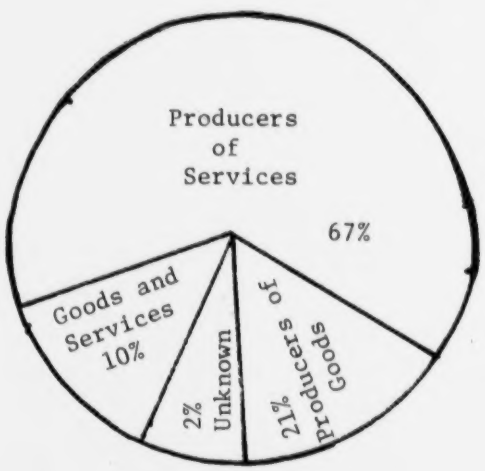
Some books to read:

Saffo, George J; The Big Book of Real Fire Engines
Grosset, 1958 - $1.00 (1-3)
Beim, Ferrold; Country Fireman, Morrow (K-2) Fic.
Volunteer fireman (read aloud)
Brewster; Benjamin; The First Book of Fireman, Watts (1-3)
Gramatky, Hardie HERCULS; The Story of an Old-Fashioned Fire Engine (K-3)
Lenski, Lois; The Little Fire Engine, Walck, 1960 (K-2)
Miner, Opal I.S.; The True Book of Policeman and Fireman, Childrens Press (1-3)

COMMUNITY INDUSTRIES

CONCEPT	ACTIVITIES
An awareness of vocabulary terms is necessary to understand an industry and its role in the community. Some terms are: Demand Efficiency Goods - Services Input Investment Occupation Output Producers' Goods Resources A. Natural B. Human C. Capital Scarcity (Other terms that would apply to specific industries or businesses as the students relate to them)	Use references in next column to look up meaning of terms. Teacher and students discuss them. Make sentences and give illustrations orally of how they can be used. (Pupils need some economics background to understand occupations.) Students record information in notebooks. The terms defined are: Demand - what people want, ask for, need, or require. (If there weren't any demands for goods and services, there would be no occupations.) Efficiency - a measure of the amount of output obtained from a given amount of input. Goods - Services - the products that are created for people who exercise a great freedom of choice. Input - the amount of resources, natural and human, used in producing a given amount of goods and services. Investment - the purchase of a piece of property, a stock or bond yielding a possible income. Occupation - ones principal business; his vocation. Output - the amount of goods and services produced. Producers' Goods - goods needed by producers to make consumer goods. Resources - the things one must have in order to live. A. Natural - land, sea, and air from which we obtain lumber, minerals, foodstuffs, and energy. B. Human - the human beings who contribute their efforts. C. Capital - the tools, machines, factories used in producing goods and services. Also means the money needed to buy all resources needed for production.

Community Industries continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Books: Capitalism, Communism, Socialism, by Lovenstein Scott, Foresman & Co. Manpower and Economic Education Robert Dorsey and Phillip Dowell (1968) Joint Council on Economics Education Your Life As A Citizen Harriet Smith (1970) Ginn & Co. Business in Action Paradis, Adrian A. (1962) Simon and Schuster, Inc. Our Original Industries: Their Beginnings & Growth Boeckman, Charles (1966) Criterion Books Dictionary	Language Arts: -Using reference materials -Using words correctly in context -Using nouns and verbs correctly in sentences -Recording information in notebooks Library: -Locating reference materials Social Studies: -Studying about the industrial revolution--how it came into existence Math: -Using percentages to show service occupations compared to products occupations  From: -Elementary Guide for Career Development by Lea Laws Science: -Studying about natural resources and their relationship to man Reading: -Reading for specific information -Proof reading for clarification

Community Industries continued:

CONCEPT	ACTIVITIES
Facts about an industry are necessary for understanding occupations within the industry such as: Why does an industry get started? Why does an industry locate in a particular area? A community investigates an industry before bringing it into the community. All new industries make available different types of jobs. The taxpayer plays an important part in bringing an industry to a community. Industry contributes to a better life in a community. Appropriate pay scales are desirable. One hundred new jobs mean many good things to a community.	Use resources and references listed in next column to answer the questions. Students view films, visit resource poeple, and read for the information. Aid in answering questions is as follows: An industry usually gets started to make a profit and to supply people with work. An industry will locate in a particular area because: No other similar industry in area. For economic reasons. Close to markets. Utilities available at reasonable cost. Expansion room. Transporation available. Adequate labor supply. Local capital. Living and recreational facilities for personnel. Cultural advantages. Good city government. The community should investigate: Getting any invested money back. Long-range plan of industry. The key personnel. Know the facilities that will be needed. Study developmental plan of industry. Understand attitudes of major customers. Review financial plan of the industry. The types of jobs should include unskilled, semi-skilled, and managerial. The taxpayer usually plans a big part in bringing an industry into town. For instance, if a bond issue is to be passed, the taxpayer can vote either pro or con.

Community Industries continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Book: American Capitalism: An Introduction; No. 1; Lee Baldwin; McGraw Book Co., Inc. Filmloop: "What is a Community"; No. 2590; Encyclopedia Britannica Newspaper articles pertaining to industries Resource people from industries Industrial Clubs (a local club or organization may have slides and tapes on local industries). Book: (low level); The Community Where I Live, 1961; Pierce; Allyn-Bacon, Inc. Men at Work Series; Harry Rubicam; all published by G. P. Putnam's Sons People of the World; Vol. II; (1960) Whittam-Putnam Co. The South; (1958); Life in America Series; Fideler Co.; All describe the homes, farms, villages, cities, natural resources, and industries. Filmstrips: "What Our Town Does For Us"; Coronet Instructional Films "Living Together in the U.S.A. Series" Young American Filmstrip McGraw-Hill Book Co. "The Factory: How a Product is Made" Film Associates, Inc. "Fathers Go Away to Work"; (1959) Pat Dowling Pictures	Math: -Topics dealing with profits; how to figure profits -Figuring wages -Using percentages and rate scales Social Studies: -Divide class into committees to research the history of the community Assign certain facts for each committee to investigate. Have weekly discussions on the information obtained -Compare local geographical areas to national and foreign areas -Read maps, graphs, and tables -Review regions of United States and the principal industries of each -Discuss local and national taxes Science: -Discuss supply and demand in relationship to cause and effect Health: -Use leisure time profitably -How physical skills help one stay healthy -Discuss balanced diets for energy to do work Fine Arts: -Discuss local cultural advantages Art: -Illustrate bulletin boards using factual material with original drawings depicting facts

Community Industries continued:

CONCEPT	ACTIVITIES
	The industry contributes jobs to the community. They pay the employees salaries which enables the employee to buy better homes, more food, better clothes, and more leisure time. The pay scales will vary according to the skill and occupation of the employee. Unions and living costs of the community will also affect salaries. 100 new jobs contribute: 74 additional jobs in other lines of work 112 more families $590,000 more income for workers per year 107 more passenger cars registered 296 more people 51 more school children $270,000 more deposited in the bank 4 more stores
Pupils learn to see the effects industries have on many phases of life in a community, other states and foreign countries.	Pupils keep their notebooks up-to-date with the answers to the questions and other information such as interviews, charts, tables, free-hand illustrations, etc., included. The class could keep a scrapbook of interesting topics about the community industries from the newspaper. Pupils read books listed in resource and reference column for information concerning industries. Pupils could take a field trip to various local industries or places of business. The teacher assigns the students to various places according to where their parents work.

Community Industries continued:

RESOURCES AND REFERENCES	LINKING CONTENT
George Westinghouse; Henry Thomas (1960) Trucks and Trucking; Buehr; (1956) Let's Go to a Clothing Factory; Lazurua (1961); G.P. Putnam's Sons I Want to be a Mechanic; Greene (1960) Children's Press, Inc. Let's Take a Trip to a Cement Plant (1959); Reidman; Abilard-Schuman, Ltd. Filmstrip: "Visit to the Waterworks" Encyclopedia Britannica Films, Inc.	Social Studies: -Practice being consistent with work skills -Locate current newspaper and magazine articles -Dealing with industries or business -Discuss different types of work in various regions of the United States

Community Industries continued:

CONCEPT	ACTIVITIES
Pupils are assigned various personnel to interview on the field trip. They review and get copies of the interview sheets. Pupils invite a few parents to chaperone field trips. Pupils tape record their interview for replay to class for discussion purposes.	
Early Planning for an occupation in later life is important.	Pupils choose an occupation from all they see on field trips, from persons they interviewed, and from references they read from resource book list, and write a report on why they would or would not choose that particular job for a career in later life.
Good public relations need to be created between school and community.	As a culminating activity, the students and teacher could write and present a program on the information learned about the community and its industries. Invite business men and interested parents to the program presentation.

Community Industries continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Aluminum: The Story of an Industry (1961); Benedict Plastic Magic: The Material of a Million Uses; (1959); Colby Coward-McCann, Inc. Interview sheets that include such information as: Job title Description of job Tasks worker does Tools he uses Working conditions Training and other qualifications Other information Personnel from industries or businesses Parents as chaperones Counselor or teacher to make arrangements for field trips	Art: -Work with freehand illustrations Math: -Reading graphs, charts, and tables Language Arts: -Group discussion on how to make a field trip -Review interview techniques -Writing invitations to chaperones -Groups of students practice with each other on using a cassette recorder for interviewing purposes
Business men and parents as resource people	Health: -Discussions on personality and good manners Drama: -Writing and presenting a program on specific information Language Arts: -Writing notes inviting people to a program

The Family

By Mary Sharman

THE HOME

CONCEPT	ACTIVITIES
Children learn the same working vocabulary to use when talking about the importance of the home and work.	Discuss vocabulary with children. Define words and let students copy them from the board and illustrate. Home - a family's place of residence Family - consisting of a mother, father, children, and any relatives living with them. Work - is doing something that needs to be done. Job - a piece of work
Children understand that the home is the center of family life.	Display pictures of members of families. Have children name the members of a household: mother, father, sister, brother, baby, grandmother, grandfather, aunt and uncle. Listen to the record "Families at Work." Discuss with pupils ways in which families work together. Let each child tell what work the members of his household do at home. Read book The Little Red Hen. Show film "Our Family Works Together" Let children make a mural depicting members of a family at work. Plan a movie or TV show to demonstrate things children and parents can do to help each other at home.
Children understand why parents work to earn money.	Discuss fathers' and mothers' work outside the home. Invite parents to talk about their work.

The Home continued:

RESOURCES AND REFERENCES	LINKING CONTENT
The Pamphlets "Job Family Series" Science Research Associates In My Mother's House, Clark Viking Press, New York At Our House and Let's Play House (1-3) Lenski, Walck, Inc. Pub.	Language Arts: -Learning to be specific when speaking -Learning to copy from the blackboard
Have members of families come in as resource people. "Families at Work" (S.R.A. Kit) "Our Working World" The Little Red Hen Little White House Ginn Pub. Co. Film: "Our Family Works Together" Coronet Films World of Work Series K-3 Deneyer-Geppett Bowman Primary Reading Series Bowman Pub. Corp. Large cardboard box for making a TV set; 2 sticks for rollers, paper for children to draw scenes.	Art and Social Studies: -Children draw pictures freehand -Children do art work showing the need for members of a family to work together. Language Arts: -Increasing child's ability to participate freely in group discussions. Vocational Guidance: -All members of a family must work together to make a happy home -All people rely on other people's work -Recognition of different kinds of work done in the home and outside the home.
Parent as resource worker (dressed in uniform worn for work if possible).	Vocational Guidance: -Students become aware of the necessity for work -Students become familiar with working individuals

The Home continued:

CONCEPT	ACTIVITIES
What is work? Who works for you? What kind of work do they do? What kind of work have you done? What work have you seen other people doing?	The teacher and children may use references and resources listed in the next column to help in answering questions. Work is doing something that needs to be done. Our parents work for us. Doctor, nurse, secretary, etc. Carried out garbage, made bed, etc. Mowing lawn, cooking meals, cleaning house, taking care of pets in the home.
Children learn to feel a sense of pride in doing work at home and in being a contributing member of the family regardless of age.	Have each child draw a picture of himself at work. Sing "Fun to be a Helper" Make mobiles with coat hangers and paper dolls of members of a family.
A worker needs a job he likes because work is important to man's wellbeing.	Read book "Fathers at Work" Each child may pantomime work father does. Let children use a dollhouse to show work they do at home. The children and teacher may develop an experience story on the subject of work.
Someone must work for all we have; our needs and our desires.	Children sing to the tune of "Here We Go Around the Mulberry Bush"; "This is the Way My Father Works." Have children bring pictures from magazines for a bulletin board showing different workers.

The Home continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Daddies (1-3), Frank; Golden Book Family Helpers (1-3), Hoffman and Hefflefinger, Melmont When I Grow Up (1-3) Lippincott Mommies at Work (1-3) Merriam Knopf Daddies, What They Do All Day (1-3). Lothrop Where Our Daddies Work (1-3) Eye Gate House, Inc.	Language Arts: -Children answer questions by making complete sentences Guidance: -Each person needs to contribute to the work at home
"Fun to be a Helper" Music Round the Clock, p. 15 Follett Publishing Co. Coat hangers and construction paper	Guidance: -Learning to have pride in one's work -Re-emphasize the need for everyone's doing his job Art: -Developing creativity
Fathers at Work (1-3) Ranlaner Melmont Publishing Co. Dollhouse, furniture and dolls Chart tablet	Social Studies: -Developing an awareness of the world in which the child lives Reading: -Comprehension of oral reading
Magazines Pictures of workers uniforms, childrens pictures, popsicle sticks Tape recorder and tapes	Music: -Developing skills needed for group singing Art: -Preparing an attractive bulletin board Language Arts: -Developing powers of creative expression through dramatization

The Home continued:

CONCEPT	ACTIVITIES
	Play a game letting each child choose an occupation, act out workers and say "I am a _____." "I do _____." Let other children guess. Make stick puppets portraying occupations. Use children's pictures or drawing for head. Develop tapes on the subject "My father is a (name of occupation)." Let students talk and record.
People are interdependent upon each other at home and in the community.	Discuss the occupations of parents and other people the children know. Use album to teach songs about many workers. Children may keep tally of kinds of workers they see in one day's time. Discuss what each worker mentioned does. Let children make booklets with magazine pictures of people at work. Pupils and teachers may write stories about the different occupations together. Discuss and compare story families wih the families of the children in the room.

The Home continued:

RESOURCES AND REFERENCES	LINKING CONTENT
"Song of Home, Neighborhood and Community" Bowmar Records Old magazines brought to school by pupils Construction paper or manila folders for covers Yarn or rings The mural depicting family members The mobiles the pupils made illustrating their family members. Basic texts	Social Studies: -Teaching that there are many different workers in a community -Working together on projects -Discussing differences in families -Discovering how families help each other in a community -Developing pride in working in a community

WORKER'S ATTITUDE

CONCEPT	ACTIVITIES
To obtain and keep a job, one must realize the importance of attitudes, personality and appearance. Also, the teacher and students must be friends to each other. To do this, each must know and understand the interests of others, their traits, hobbies, and personalities. The teacher must by all means realize and understand each childs' ability.	Pupils view filmstrips "Patterns of Behavior" and "Manners Make a Difference" to motivate them to begin thinking seriously about their own attitude toward different things. Pupils discuss attitudes and behavior and then mutually write up a personality inventory (do not include any topic that would be too personal). During language arts period or activity period, the pupils could pantomime their answers and let the other students guess the answers. An example of a few incomplete sentences could be: What I like best to do _____ What I like least to do _____ My favorite hobby is _____ It makes me happy when _____ A "neat" person is one who _____ Pupils could also give physical descriptions of each other orally in the form of a guessing game of "Who Am I Describing." The teacher will benefit from reviewing the permanent record of each pupil to learn as much as possible about this.
An awareness of vocabulary terms associated with the topic attitudes is developed. Terms could include: Attitude Ability Behavior Courtesy Dignity Grooming Habits Involvements Interests Leisure Negative	Pupils and teacher discuss orally the meaning of terms. Use them in sentences. The students may also dramatize one or two terms each day for class involvement. To get ideas for the dramatizations, the students can use the resources listed in the next column. The terms defined are: Attitude - position indicating action, feelings, or mood. Ability - power to perform, whether physical, moral, intellectual or legal; skill or competency Behavior - a way of conducting oneself, deportment

Worker's Attitude continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Filmstrips: "Patterns of Behavior" "Manners Make a Difference" Eye Gate House Personality inventory students made Language textbook Books: You Said It About Her About Him by Andrews; E. (1968) Discovering Myself by National Forum Foundation American Guidance Service, Inc. (1962) Circle Pines, Minnesota Pamphlets: "All About You" "Your Attitude is Showing" "Discovering Your Real Interests" Science Research Associates Pupils' permanent record (for teacher use only).	Library: -What to look for while viewing films and filmstrips Health: -Discussing mental health and how it affects our daily life -Discussion on how to help people understand each other better Language Arts: -How to write original inventories -Expressing one's self through pantomime -How to write a personal description Guidance: -Recognizing the effects of behavior on everyday life -Positive thinking Science: -Relating human social behavior to other forms of life Use Book: Army Ants: A Study in Social Behavior State Department of Education Audio-Visual Service Arch Ford Education Building Little Rock, Arkansas 72201
Dictionary, newspaper articles, cartoons, magazine, stories from readers, social studies book Books: Seven Stories for Growth Sugarman and Hochstein Pitman Publishing Corp. About Growing Up (1962) National Forum Foundation American Guidance Services, Inc.	Language Arts: -Oral discussions on vocabulary meanings -Being original with dramatizations Guidance: -Helping pupils broaden their understanding of such recognized values as integrity, responsibility, justice, courage, reverence, and love.

Worker's Attitude continued:

CONCEPT	ACTIVITIES
Opportunities Positive Responsibility Strength Success Traits Weakness	Courtesy - favor performed with politeness; an expression of respect Dignity - to give distinction to Grooming - to make neat; smart and tidy Habits - a custom or practice that could be good or bad Involvement - to occupy one's self asorbingly or completely Interests - excitements of feelings; special attention to something Leisure - freedom afforded from occupation or business Negative - never a bright outlook; always looking for the worst Opportunities - a good chance; favorable time Positive - admitting of no doubt; definite Responsibility - accountability; reliability Strength - strong points; your best qualities Success - attaining one's goal; achieving Traits - a distinguishing quality of character Weakness - lacking in skills; faults or defects as from lack of experience, skill, or organization
One should be able to recognize and improve his own strengths and weaknesses.	View film loops on behavior Pupils make word lists of good personality traits. Pupils write a report or essay on their strengths and weaknesses, and what they can do to improve themselves. Pupils could observe and write down the good traits and attitudes of their friends and classmates. Discuss these qualities in class (by doing this, the good qualities about students may help improve weaknesses in others).

Worker's Attitude continued:

RESOURCES AND REFERENCES	LINKING CONTENT
How To Get Along With Others Newgaiten Science Research Assoc. Film: (low level) "Let's Be Good Citizens in Our Neighborhood" (1953) Gateway Films	Reading: -Reading stories and identifying positive character traits seen in the personalities of the characters Health: -Group discussions on not being a "litter bug", especially during leisure-time activities
Use dictionary to help make word list Film Loops: "Let's Talk About Behavior" Community Responsibility Truancy Being Mean Flying Off the Handle Disrupting Things Learning the Hard Way Cheating Universal Education and Visual Arts	Language Arts: -Using dictionary skills for word identification -Writing reports and essays Guidance: -Group discussions on "what are strengths and weaknesses?" -Group discussions on good traits and attitudes versus bad traits and attitudes

Worker's Attitude continued:

CONCEPT	ACTIVITIES
Good study and work habits should be formed because of the many opportunities in the world of work for the person who appears and behaves in an acceptable manner.	The pupils discuss their study habits and how they can be improved. Use references in next column for help. Discuss good manners and how and when they should be practiced Role-play employer-employee using good and poor attitudes and behavior.
Pupils become aware of career opportunities.	Give an inventory on children's interests. Students make a list of the jobs they would like to do, then collect and study newspaper ads pertaining to their job choices. Keep a notebook of all collected materials. Use illustrations with the written materials. Make bulletin board displays of career opportunities.
It is important to know what is acceptable and proper when applying for a job.	Talk, study and write about: -Planning to get a job -Writing an application letter -Completing the application form -Making the job interview -After you get the job

Worker's Attitude continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Books: Learn How to Study Kelner No. 5-1260 Make Your Study Hours Count No. 5-1058 Getting Along in School No. 5-732 Science Research Assoc., In. Manners for Minors, 1966 Loeb; Associated Press "Growing Up Series" McGraw-Hill Book Co. "Living As School Friends" Macmillan Company Records: (low level) "I Wish I Were" "Manners Can be Fun" "Manners at Play" "Manners at School" J.B. Lippincott, Co.	All subject areas: -Applying good study habits -Applying good attitudes and behavior Health: -Discussing personal appearance and its affect on others -Units on good grooming
An Inventory: "What I Like to Do" (Grades 4-7) Science Research Assoc., Inc. Newspapers Write to: U.S. Employment Office Washington, D.C. for information on job opportunities or other vocational information.	Guidance: -Have students profile their own inventories and discuss them individually. Language Arts: -Compiling notebooks -Writing business letters Art: -Bulletin board displays
Booklet: "How to Get a Job and Keep It" Gabel; Steck-Vaughn Co.	Language Arts: -Using correct spelling and punctuation in filling out forms -Writing business letters

Worker's Attitude continued:

CONCEPT	ACTIVITIES
	Have a resource person from the Employment Security Division talk to the students. Be sure to cover such topics as: "Future Job Outlook" "How Overall Basic Curriculum Fits Into All Job Opportunities" "Realistic Job Choices: Pupils formulate questions they want answers to from the resource person. (Be sure to use questions from all the students.)
It is important to know and understand the value and responsibilities of working on a job.	Use resources and references listed to aid with the following activities: Boys and girls can find some type of work such as: Babysitting Washing dishes Delivering newspapers Shining shoes Running errands Mowing lawns Carrying out trash Straightening the house Washing the car Watering the flowers Pupils could keep a personal record on their jobs pertaining to earnings and a schedule of time spent on job.

Worker's Attitude continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Pamphlets: "Charting Your Job Future" "How to Get a Job" "What Employers Want" Science Research Assoc. School Counselor Personal Guidance: Reading: A Row of Tigers Corcoran (4-6) Porko Van Popbutton (4-6) Du Bois Lillian (4-6) Growing Time (Brodd & Norris) Sandol-Stoddard-Warburg	Language Arts: -Writing thank-you letters to resource people -How to write questions pertaining to specific topics Guidance: -Individual counseling for students who need special help in realistic thinking
Books: How to Find and Apply for a Job Keily; Walters, (1960) South-Western Publishing Company Planning My Future National Forum Foundation (1962) American Guidance Service, Inc. Living and Planning Your Life Newsom (1952) McGraw-Hill What Could I Be Lifton (1960) Unusual Careers Munzer (1962) Alfred A. Knopf, Inc. Films: "The Big Question: Choosing Your Career" Assoc. Films, Inc. "Getting a Job" Encyclopedia Britannica Films	Language Arts: -Using resources and references -Applying for a job Mathematics: -Figuring wages using multiplication and division -Learning how to keep a record systematically Social Studies and Guidance: -Following through with responsibilities

FOUNDATIONS FOR OCCUPATIONAL PLANNING

CONCEPT	ACTIVITIES
Pupils learn a working vocabulary for vocational planning such as: Interviews Positions Labor Fringe Benefits Deductions Specialists Occupations	Teacher will point out each word and ask if students can define and add words to the list as unit progresses. Play record from "Our Working World" for motivation. The book that comes with record may be used with opaque projector. Show filmstrip "Preview Orientation"
Pupils feel their unique characteristics and personalities are important to society. Each pupil begins steps toward gaining an understanding of himself; his special talents, his problems, and his interests. Each develops skills to meet his problems, to develop his talents, and to enhance his interests.	Show film "What is a Community"
Pupils discover that there are many occupations from which people have a choice and give them an opportunity to choose a job.	Discuss the occupations related not only to the local community, but also on a national and even international basis since many pupils will travel internationally. Pupils begin collecting pictures to form a booklet such as: "Friends at Work", "Jobs in our Community", "Jobs, Jobs, Jobs", etc. Make original booklet covers Pupils will be free to browse among the materials on the Reading Table as they make their books.
Pupils gain positive attitudes toward the world of work. A positive attitude toward ones work promotes happiness.	Invite school and other community workers to speak to the classes. Arrange for a person from the Department of Education (Vocational Guidance) to speak to teachers and children about how to study vocational education.

Foundations for Occupational Planning continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Chart Tablet Record & Resource Unit "Our Working World" SRA, Inc. Science Research Assoc. Filmstrip: (K-6) "Preview Orientation to the World of Work Program"	Social Studies: -Learning how valuable work is in our society Art: -Start building a vocabulary chart
Film" "What is a Community" 17 min. (1970) #2590 Encyclopedia Britannica Educational Division The Community Where I Live Pierce Allyn Bacon, Inc.	Social Studies: -Relating community occupations and family life Guidance: -Career choice is a long developmental process beginning when one is very young.
Reading Table of Books: About the People Who Run Your City Newman and Sherman Melmont (1963) $2.50 (1-3) Elementary School Let's Go to a Clothing Factory Lazarus Primary (1961) G. P. Putman's Sons	Social Studies: -Learning that everybody has a role in a community Art: -Choosing media for original booklet covers Language Arts: -Skills for silent reading -Reading for comprehension and motivation
Carpentry for Children, Leavitt Sterling (1967) $2.95 (3-5) Doctors and Nurses-What Do They Do? Greene Harper-Row (1963) (1-3) $2.50	Art: -Make book covers for unit notebook -Make bulletin board using magazine pictures showing many kinds of work

Foundations for Occupational Planning continued:

CONCEPT	ACTIVITIES
	Films, loops, filmstrips may be shown at this time. Make pictures of people at work. Display each picture. Use different art media such as chalk, India ink, magic markers, or charcoal.
Knowledge gained in elementary school will help in a pupil's life occupation. Pupils must listen to become involved by asking questions such as: Will you need to know how to read, spell, write, work math problems? What do you gain from studying science or social studies? Without a study of history, each generation would have to go back to the beginning and life could never improve.	Children may dramatize an employer interviewing a man who has never had any school work or training of any kind. Dramatize other interviews, but the employer should ask questions referring to an employee's qualifications such as: "How good is your math?" A carpenter needs to have this skill. "Is your English correct?" "Can you spell?" These questions should be asked when interviewing a stenographer. These may be taped and played back for group discussion on another day. Cut and mount histroical pictures.
We classify jobs into several families by understanding their interdependence. Varied activities may be presented and this unit may be a continuous one.	Show film "Living Things Depend on Each Other" Discuss related jobs, their dependence on each other. Read Poem "Fathers at Work" Children write poems concerning a father at work. These may be entered in the booklet they started at the beginning of the unit.

Foundations for Occupational Planning continued:

RESOURCES AND REFERENCES	LINKING CONTENT
The First Book of Supermarkets Bendick Watts (3-5) $2.63 The Men Behind the Astronauts Hyde Dodd, Mead (5-6) $3.50 I Want to be a Postman Greene Children's Press (1-3) $2.50 Construction paper for covers Pictures from magazines	
Tape recorder and tapes on vocations or work	Language Arts: -Drama, speaking, articulation, and learning to think spontaneously Science Concepts: -Life on this earth and its relationship to man Social Studies: -Compare life today with that of different historical periods.
Film (10 minutes) "Living Things Depend on Each Other" Basic Life Science Encyclopedia Brittanica Poem: "Fathers at Work" Wm. Rader "Our Working World - Our Families at Work" Science Research Assoc.	Language Arts: -Poetry and writing good poetry -Appreciating poetry read aloud P.E.: -Inside games Art: -Design booklets -Make border -Make unit design

AGRICULTURAL OCCUPATIONS

DAIRY FARMER

I. JOB DESCRIPTION:

A. Some things the worker does - sells Grade A milk, selects breed of cows, feeds and milks cows regularly, grows and harvests hay crops, keeps records, uses the principles of sanitation, etc.

B. Tools the worker uses - milking machine, milk cooler, hay baler, mowing machines, tractor, etc.

II. WORKING CONDITIONS:

A. Hours - regular job of milking cows 6:00 a.m. and 6:00 p.m. each day.

B. Benefits - family job, can work at home, good choice for men who enjoy working with machines and animals, sales and income are are distributed evenly throughout the year.

C. Hazards - bad weather, no vacations, prices fluctuate for products and feed, cattle diseases; substitutes for dairy products affect dairy enterprise.

D. Work can be done by male___ female___ both x

E. Type of building - Grade A dairy barn.

F. With people or alone - with people or can be done alone

III. TRAINING AND OTHER QUALIFICATIONS:

From relatives and friends. High school training and courses in Animal Husbandry are helpful. College courses also are available. Capital is needed to build buildings and get good cows.

IV. OTHER INFORMATION:

Milk is our nation's No. 1 food. Nearly 15% of the nation's grocery bill is spent for grocery products. Earnings for dairying may be high if the cattle herd is large and the operation is efficient. Small family-type operations are becoming fewer each year.

DAIRY FARMER

CONCEPT	ACTIVITIES
To become acquainted with the work of the dairy farmer, the pupil needs to understand the following words: Milking machines Milk cooler Silo Herd Butterfat Breeds Ration Herd sire Calving Teats Tankage	Introduce unit by showing a film "Animals of the Farm." Discuss. Next, introduce the dairy farm today. Write the vocabulary on a chart tablet and ask if there are any words the pupils want defined and add other dairy farm terms as you progress
Pupils learn by reading that people who produce foods are needed in our economic environment.	Prepare a reading table for pupils to use during leisure times. A committee may be in charge to do library research and make a large poster.
In a cooperative project, people must work together.	Making a bulletin board: Each pupil make an object, one a home, one a dairy barn, several make cows, fences, trees, sky, etc. List and explain jobs that come under working at a dairy. List and discuss products sold by the dairy farmer.

Dairy Farmer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Film: "Animals of the Farm" #0960 B/Q 11 min. (Free films) State Dept. of Education Dictionary	Science: -Learning concepts on animal life, as film describes appearances and habits of common farm animals. Language Arts: -Using library and dictionary skills.
Books: I Want to be a Dairy Farmer Greene; Children's Press, Inc. (3-5) Dee and Curtis on a Dairy Farm Follett Publishing Co. When the Cows Got Out; Koch Holiday Press Let's Find Out About Milk; Whitney (1-3) $2.65; Watts, J. Franklin Inc. At the Dairy; Hastings (4-6) $2.50 - Melmont Publishers, Inc.	Reading: -Using skills for reading, enjoyment and information. Language Arts: -Reading for information to use in discussing and sharing ideas.
Construction paper and creative materials.	Creative Art: -Learning to work in a cooperative situation and through contribution by all turn out a finished product. Guidance: -Discovering how members of a family work together for a common goal. -Learning that satisfaction can be gained from liking work and doing a good job. Science: -Animal and plant life -Weather -Chemicals used in dairy barn, etc.

Dairy Farmer continued:

CONCEPT	ACTIVITIES
Pupils learn the various activities that must be carried out on a dairy farm.	Teacher make arrangements for field trip to a dairy farm at farmer's convenience. Ask if he will show and explain all phases of dairy farming - cows, dairy barn and equipment, and farm machinery. Take a tape recorder and make tapes. Have a committee send a thank-you card to the farmer when they return. Each pupil make a booklet on the dairy. He can originate a cover and write a story about his trip to a dairy farm. Display all booklets. Write letters thanking resource people.
Pupils learn to get along together in group activities.	Ask pupils to bring sugar, chocolate, bananas, shakers and different extracts to make milk shakes. Buy extra cartons of milk for the afternoon snack. Groups work together, boys and girls, each group making a different flavor. Invite another class to be guests and share milk shakes while pupils tell about their trip to the diary and show their booklets and the bulletin board. Someone could give a short book report.

Dairy Farmer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dairy Tape and recorder Construction paper Dairy farmer	Art: -Skills used in poster making Language Arts: -Letter writing -Story writing Guidance: -Learning that the quality of a finished project depends on each one doing his best
Extracts, fruits, milk shakers (or jars with lids), milk, drinking glasses or paper cups.	Health: -Dairy foods play important role in our diet -A basic food requirement Guidance: -Playing hosts -Practicing good manners Language Skills: -Chapter on manners

ORCHARD MANAGER

I. JOB DESCRIPTION:

A. Some things the worker does - manages the entire orchard. Supervises and helps with setting trees, pruning, spraying, fertilizing, weed control, marketing and all things he knows to do to produce a successful harvest.

B. Tools the worker uses - tiller, plow, disc, pruning shears, ladders, baskets, bush hog, tractor, spray rig, and small items such as hoe, picks, etc.

II. WORKING CONDITIONS:

A. Hours - Usually 8 hours per day unless weather prevents. He will work more hours per day during the spraying season and harvest season when needed.

B. Benefits - He is paid social security and has time off when the weather does not permit outside work. Vacation time can be allowed. Different jobs are under different contracts as some send the manager to professional trips, workshops, etc. Working with fruit is a pleasure to many people.

C. Hazards - Some are not paid for time they cannot work outside. At times laborers are hard to find and there is not market for fruit. There might be a crop failure because of weather and climate conditions, but the trees have to be tended just the same.

D. Work can be done by male x female ___ both ___ (Work is done by male, although a woman could learn this profession.)

E. Type of building - Fruit sheds and machinery sheds are needed.

F. With people or alone - Large orchards require the help of many, especially during pruning and harvesting seasons.

III. TRAINING AND OTHER QUALIFICATIONS:

Some orchard managers have a college degree in Horticulture, but a small operator is usually happy to have a manager who has been reared on a farm where there was an orchard. A good manager must know how to control insect pests and diseases of orchard trees and how to practice proper cultural methods.

IV. OTHER INFORMATION:

It is such a pleasure to work around the fruit, see the beautiful harvest and choose your favorite varieties. Some fruit growers who live in Arkansas sell to Gerber's Baby Food Products at Ft. Smith, or to other food processing factories. Some sell to the fresh fruit market; however, this fruit is selected fruit and may be waxed, polished and packaged. Others have a roadside stand, and some growers allow the customer to pick their own!

ORCHARD MANAGER

CONCEPT	ACTIVITIES
Pupils learn the vocabulary applied to fruit growing: Pollen Grafting Budding Spraying Sprayer Irrigation Pruning Climate Horticulture Insecticide Pome fruits	Discuss vocabulary using a dictionary to define words. Begin the unit of study with this to motivate interest. Each pupil can choose a word and find all the information he can to explain it. The pupils in grades 4-6 are capable of spelling or learning to spell this list of words. They will discuss each word. Some will be capable of describing and telling more than others will about these terms.
Our climate soil and natural resources affect our way of life.	Write a letter to National Apple Institute asking for free materials and films for unit on orchard production. Locate on United States map climate suitable for growing fruits. Draw or cut fruit pictures from magazines and locate on Arkansas map where fruits are grown.
There is a place for creative and curious minds in budding, grafting, and studying different varieties of fruits and stages of production. Pupils learn the number of skills a person must acquire to produce fruit and number of employees required of each, such as pruning, mixing chemicals for spray and weed control, irrigation experts, thinning fruit, fertilization, pollinization, etc.	Write a letter to the fieldman for Gerber's Baby Food Company asking if he would visit your class and show slides concerning fruit production. Ask him if he will teach the children how to graft one variety on to a rootstock and ask what materials you need to have on hand if he does come. Show films for motivation: "Truck Farmer" "How Apples Grow" 35 frames with captions Use poster unit to teach about production of apples. The Miracle of Apples, one for each pupil. Read and discuss. Much of this will be useful in making the TV scroll.

Orchard Manager continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionary for each pupil Encyclopedias Books found by students using library and card Example: Apple Orchard; Walck (1-3) $3.50; Elementary School Library Collection About Apples from Orchard to Market $3.50 (5-6); Melmont Pub. Co. (30 pgs) Fruits We Eat; $3.50; Fenton & Kitchen Doubleday (4-6)	Language Arts: -Spelling -Public speaking -Writing -Dictionary work -Library research
National Apple Institute U.S. Department of Agriculture	Geography: -Locate climate suitable for growing fruit on map. Moderate temperatures and good soil requirements are important to the horticulture business Language Arts: -Write letters Art: -Draw fruits
Gerber Products Co. Jay Wiles Agri Research Book: Concepts in Science (How to graft) p. 349 Film: "Truck Farmer" (11 min.) 1 window shade; roller, butcher paper Film: $1.00 rental National Apple Institute Encyclopedia Britannica Poster - Teaching "The Miracles of Apples" (free) (5-6) Apple Institute Order one for each student	Language Arts: -The class will all write letters and only mail the best one. Penmanship. Science: -Chapter on propagating fruit trees -Make a chart showing steps in grafting -Chemical terms defined -Mechanism of machinery studied Social Studies: -Film shows entire cycle of growing and marketing

Orchard Manager continued:

CONCEPT	ACTIVITIES
	Make scroll-type TV with children working in groups on different units of orchard work such as budding, spraying, pruning, irrigating, etc. They will draw pictures and color them, writing a few lines under each picture. They will get an idea from the book "About Apples from Orchard to Market." (Refer to page 1)
All people relate with one another and their environment in systematic and patterned ways, and one job depends upon another. An interest and curiosity in regard to various types of work promote positive attitudes toward the world of work.	A group of children will be asked to volunteer to make an appointment with an orchard manager to take a tape recorder and visit him in his home at his convenience. They will ask questions such as: What type of work do you do? Does your job continue twelve months a year? What kind of fruit do you grow? How do you harvest it? How do you market it? What are the hazards of fruit growing? The tape will be played to the class and discussed. Children will write poems and songs of their own about apples or other fruit (such as: "Can She Bake a Cherry Pie, Billy Boy, Billy Boy?"). These can be recorded on tape to be used later. Have pupil read poem by Joyce Kilmer, "Trees." The librarian will assist in locating this. They may find other poetry on this subject to read.
Planned pupil activity that involves them in making a summary of learned concepts strengthen their understanding.	Make by cutting out of colored flannel sun and trees as base, add drops of rain, next day take rain off and add leaves to trees, then blossoms, next day remove blossoms and add green fruit, next few days replace with ripened fruit. Leaves fall on ground.

Orchard Manager continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Order from same Institute buttons for children to wear in shape of an apple $3.00 per hundred Caption: "Nature's Toothbrush"	
Recorder and tape Poem: "Trees" Joyce Kilmer (School Library)	Language Arts: -Speaking -Conducting an interview -Poetry skills -Emotional experiences -Library skills, especially using the card catalog
Flannel board Colored flannel pieces	Science: -Natures plan for growing fruits Art: -Individual creativy and activity Free period

FORESTER

I. JOB DESCRIPTION:

A. Some things the worker does - maps locations, estimates natural resources, gives talks to campers, rescues climbers and skiers, selects and marks trees for cutting, lays out logging roads, determines areas that need treatment, controls diseases and insects, detects and fights fires.

B. Tools the worker uses - special microscope, increment borer, computers, photography tools, equipment for moving logs, fire fighting equipment.

II. WORKING CONDITIONS:

A. Hours - usually 40 hours weekly, but must be prepared for emergencies and overtime work.

B. Benefits - advancement for professional competency; usually locate near a small town.

C. Hazards - accidents of various kinds, spends a large part of his time outdoors in all kinds of weather.

D. Work can be done by male x female___ both___

E. Type of building - usually outdoors or in laboratories

F. With people or alone - usually works with people but may be alone.

III. TRAINING AND OTHER QUALIFICATIONS:

Formal education (College), B.S. degree with major in forestry, advanced degree required for research position, must spend one summer in field camps operated by the college and are encouraged to work other summers in forest or conservation work. Qualifications for success include an enthusiasm for outdoor work and the ability to meet and deal effectively with many people. Many jobs require physical stamina.

IV. OTHER INFORMATION:

A forester usually lives near the area in which he works. Some live in what is known as forest lookouts, a tall tower, which helps him to spot threatening fires at a distance. He is aware of the wild life in the forest and works with others to help protect them.

Salaries range from beginning of $5,732 to $12,174 a year.

Forester continued:

CONCEPT	ACTIVITIES
Pupils understand and appreciate the occupation of a forester.	Pupils use references mentioned in next column to look up, view, discuss, and write their own answers to the following questions: Why did it become necessary to have foresters? What type of work does the forester do? Does it require a formal education? What are the possibilities for advancement? Are employment opportunities plentiful? What are the favorable and unfavorable conditions of work? Is it important to be able to get along with other people in this occupation? Make a booklet containing answers and illustrate findings.

Forester continued:

RESOURCES AND REFERENCES	LINKING CONTENT
American Forest Products Industries, Inc Society of American Foresters United States Forest Service Dept. of Agriculture "The World Book of Knowledge Forestry" pp. 2803-2804 Pamphlet: "Foresters"; U.S. Dept. of Labor Books: (low level); The Forest Fireman Brown, 1954; Coward-McCann, Inc. About Foresters Norma Dorbin (1962) Biggest Pine Tree; Hays About Saving Wildlife for Tomorrow Solveig Russell; Melmont Publishers, Inc. Pamphlet: "Trees for Tomorrow"; 1958 Melmont Publishers, Inc. Books: Timber: Farming Our Forests William Morrow & Co. Tall Timber (1955); Coward-McCann, Inc. Our Friend the Forest (1959); Lauber High Timber: The Story of American Forestry; 1960; Coombs World Publishing Co. Your Future in Forestry; Hanaburgh (1961); Richards-Rosen Press, Inc. Films: (low level); "Joey & the Ranger" Coast Visual Education Co. "The Logger"; Net Film Service "Tree Grows for Christmas" U.S. Dept. of Agriculture Films: (Grade Level); "Forest Ranger" and "Lumber for Houses" "Trees for Tomorrow"; American Forest Products Industries, Inc. Books: How to Get Along With Others Neugarten; Science Research Assoc., Inc. You & Your Job; (1967) Blackledge and Keily; South-Western Publishing Co.	Social Studies: -Comparing colonial forests to present day forests -Comparisons of climates in various sections of world as related to job of foresters -Learning to accept responsibilities and be efficient -Developing skills for getting along with others Library: -Locating information from reference materials Science: -Studying about the weather -Using a regular or science dictionary to look up meanings of the sciences used in the study of forestry Study Skills: -Reviewing good study habits -Setting goals Math: -Reading large numbers -Making estimates Health: -Learning to make adjustments and accepting things that are not always pleasant. Language Arts: -Developing skills for public speaking

FORESTER

CONCEPT	ACTIVITIES
Pupils increase their awareness of forestry by understanding related vocabulary. Forester Wildlife Surplus Forest Forestry Logging Eradicate Preserve Conservation Silviculture Economics Technician Ranger Forest utilization	Pupils define words and make bulletin board displays illustrating the words with pictures or cartoons from newspapers and magazines. The students can also draw cartoons freehand. The meaning of the terms are: Forester - manages and protects forest. Wildlife - plants and animals living in a state of nature. Surplus - more than enough to satisfy needs Forest - a dense growth of trees and underbrush covering a large tract. Forestry - science and art of forming, caring for, or cultivating forests. Logging - felling trees, cutting them into logs, and transporting them to sawmills Eradicate - to do away with either by pulling up by roots or spraying with poison to kill. Preserve - to keep from injury or destruction; protect. Conservation - supervising and maintaining over natural resources. Silviculture - the art of establishing or reproducing forests, regulating their make-up, and influencing their growth and development along desired lines. Economics - how man uses search resources to satisfy wants and needs. Technician - one who is skilled in the technical details of a trade or profession. Ranger - a keeper of a forest Forest utilization - harvesting and marketing of forest crops and commodities

Forester continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Magazine and newspaper pictures or cartoons for bulletin board displays Pupils own original illustrations drawn freehand Dictionaries Textbooks: Social Studies Science Reading	Reading: -Using dictionary to find the correct definition of a term used in context of subject. Art: -Using illustrations as bulletin board displays in a meaningful way Science: -Relate word meanings to preservation of natural resources Social Studies: -Associate terms with American and the interdependence of countries

Forester continued:

CONCEPT	ACTIVITIES
Facts about forestry and conservation come from many sources and experiences.	Pupils read stories from their readers, other textbooks, and library books dealing with conversation and forestry. Pupils write and discuss the human qualities and emotions of the story characters. They tell orally whether or not they would react differently to similar situations.
There are several aspects of the care and conservation of natural resources and wildlife.	View filmstrip depicting the habits and characteristics of many forest animals. Through discussions, students can relate what they see to their own experiences with wild animals in the forest.
Climate, elevation, and terrain vastly affect the kinds of vegetation inhabiting North and South American forests.	View films and read books in resource column. Pupils make salt or soil maps depicting various elevations and vegetation of various forest areas of the United States and South American countries. Display all students' work.
Wood products are vastly in competition with products made from metal, plastics, and other synthetic materials.	Pupils bring wooden articles from home or buy inexpensive wooden products from dime stores. Each student bringing an article tells a story about it.

Forester continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Basic Readers: Roads to Everywhere (3-4) Trails to Treasure (4-5) Wings to Adventure (5-6) Ginn and Company Social Studies Textbooks Science Textbooks Books: John Muir, Protector of the Wilds; Madge and Leslie Morill (1957) Exploring the Forest; John and Jane Perry (1962); McGraw-Hill Book Co.	Reading: -Applying reading skills to interpret meaning Language Arts: -Developing self-expression through sentence structure -Using nouns and verbs correctly in sentences -Learning to write a paragraph
Filmstrip: "Animals of the Forest" (low level) No. 9030 Encyclopedia Britannica Educational Corp.	Science: -Learning to conserve natural and human resources Language Arts: -Practicing good manners during discussions
Books: Forest Fire by Frances Judge (1962); Alfred A. Knopf, Inc. Gifts from the Forests by Gertrude Wall (1959) Charles Scribner's Sons Filmstrip: No. 11240: "Forests of the Americas"; "Discovering the Forest and Trees and Their Importance" 16 mm There Stand the Giants; Weaver (1960) J. B. Lippincott Co.	Social Studies: -Learning to read and interpret maps Art: -Using salt, flour, water, and food coloring for maps -Drawing maps
Wooden articles from home or store.	Language Arts: -Giving information about a particular item.

Forester continued:

CONCEPT	ACTIVITIES
All occupations, whether skilled or unskilled, should be valued and appreciated.	Pupils take a field trip to a local sawmill or lumber company. Set up committees to interview employees at various echelons of employment before going. Invite a forestry person (perhaps a parent) to demonstrate some of the smaller tools used in the forestry occupations. View film loop on forestry aids.
It is important to identify various types of wood and their uses with special emphasis upon native Arkansas timber.	Students bring samples of timbers grown locally. Have wood shop or custodian cut samples into round shapes for table display. Students label blocks and look up information about their value and use.

Forester continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Counselor to make arrangements for field trips. Local sawmills or lumber companies. Forestry resource person (parent) Filmloop: "Forestry Aids" No. 381213 Encyclopedia Britannica	Social Studies: -Reviewing field trip policies Language Arts: -How to interview someone -Writing an invitation -Writing thank-you letters to resource people
Timber samples from local woods. Shop students or custodian to shape timber samples.	Science: -Identifying different types of wood Art: -Arranging a display

WHEAT FARMER

I. JOB DESCRIPTION:

A. Some things the worker does - till the soil (plow, disc, harrow), drill in the seed, fertilize the land, combine the grain, truck it to the elevator, bale the straw that is on the ground for chicken litter or other use.

B. Tools the worker uses - tiller, drill, combine, truck, hay baler, tractor.

II. WORKING CONDITIONS:

A. Hours - very few days of the year to do these various jobs, according to the acreage planted. During the laboring hours, the farmer works 10 to 12 hours per day.

B. Benefits - many weeks there is no labor to be done and the farmer can do other work. The work is outside near nature and healthful and relaxing to most men. The golden harvest is something that one will never forget after having experiences such a wonderful feeling of accomplishment and beauty.

C. Hazards - hail storms, drought, floods, too much rain at harvest time.

D. Work can be done by male x female___ both___ (work is done mostly by males. Some women have tried to do some of the work in growing wheat and have enjoyed it.

E. Type of building - machinery shed and perhaps a grainary are necessary.

F. With people or alone - wheat can be grown by one man unless the acreage is large and requires more labor.

III. TRAINING AND OTHER QUALIFICATIONS:

This can be learned from other farmers, from high school vocational agriculture, and from the County Farm Extension Agent.

IV. OTHER INFORMATION:

Locality - some states have better climate for growing wheat such as Kansas and Oklahoma. Specialization leads to realization that people are dependent on one another for livelihood. We find that individuals with different cultural and socio-economic backgrounds will affect their career choice as a person would have to own a wheat farm and very expensive equipment to be a wheat farmer. The child will develop a self concept of being a part of our working world and a very important one.

WHEAT FARMER

CONCEPT	ACTIVITIES
Pupils come to understand who a wheat farmer is by identifying his tools (drill, disc, plow, combine) and by telling how each tool is used.	Place the names of the tools on a chart tablet. After the students can identify the tools, discuss the following related words that apply to the wheat farmer: Grain elevator Harvest Climate Seed cleaner Seed varieties Fertilizer
It is necessary to produce wheat where climatic and soil conditions are suitable in order that people all over the world may have bread. Farming is specialized the same as any other industry. The wheat farmer can work faster and more efficiently by using large equipment and less hired labor. Pupils begin to understand the joy of working with the production of large quantities of food and the aesthetic satisfaction derived from the harvest of golden grain.	Show film for motiviation: The Wheat Farmer. Discuss the film with the children. Use the information learned to develop creative stories and art work depicting the farming of wheat as an occupation. Two or three pupils group together to find all they can to write a chapter for their booklet on wheat farming. This material will be handwritten on stencils and mimeographed so every member of the class can have a booklet. Topics assigned will be: States growing wheat Soil and climate requirements for wheat production Wheat varieties Machinery used in the production of wheat How wheat is planted How wheat is harvested and where marketed Teacher prepare reading table in corner of room for pupils to read during their free time. Work up a bulletin board illustrating in consecutive steps: preparing soil for planting; planting wheat, harvesting grain; wheat being processed into flour and finally made into bread.

Wheat Farmer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Draw pictures of the tools on flip chart and then write definitions.	Language Arts: -Group discussion -Using a vocabulary Guidance: -Relating tools to work Art: -Draw tools
Film: The Wheat Farmer (color - 14 min.) Free Film Number 5531 State Dept. of Education Reference materials: Old magazines for pictures Research in library by pupils. Science and social studies textbooks. Agricultural bulletins on "Wheat Growing" from Vocational Agriculture Department Books: The Picture Book of Grain Brooks; J. Day 1962, $2.75 (4-6) AAAS Science Book List for Children (American Association for the Advancement of Science; Deason); John Day Co. Let's Find Out About Bread; Burt Watts 1966 $2.65 (3-5) Elementary School Library Collection or Franklin Watts, Inc. Tommy Learns to Drive a Tractor Lewellen (5-8) 1958; Thomas Crowell Co. Tim of Tall Grain Farm (1-3) Benefic Press 1962; $1.80 Other books may be located in library.	Language Arts: -Learning to develop creative ideas into a sequential writing pattern -Correct English, spelling, penmanship, punctuation, paragraphs, etc. -Reading silently -Encourage children to read more -Increase vocabulary and comprehension skills Art: -Showing understanding of farming by producing illustrations of this area of work through creative drawings Social Studies: -Lessons teaching where wheat is grown through different sections of the United States Library Research: -Learning to use card catalog and encyclopedia

Wheat Farmer continued:

CONCEPT	ACTIVITIES
Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life-style of the workers. Pupils learn the value of working together on a project.	Mural: Divide room into groups to make a mural. Divide space on a long strip of butcher paper and ask pupils to draw pictures of wheat production in series. Pictures for bulletin board: Children draw and color on heavy construction paper pictures of a wheat field. Real grains of wheat may be glued on with glue. Other things may be drawn into their pictures such as a house, tractor, people, tree, etc. Learn a song about wheat growing such as "Wheat Fields." Sing each day of unit. Plant wheat seed in window box or flower pot. Have committee to be responsible. Have children chew grain of wheat to show the grinding process of making flour.
Farmers have a higher standard of living and more leisure time through specialization and mechanization.	As the pupils are doing research, those who become quite interested may work on individual projects and/or reports on mechanization and specialization in farming, and draw their own conclusions about the advantages and disadvantages of what they have discovered.
Our working world acquaints the public with the fact that everyone, including himself, has a job to do to create harmony.	Game: Farmer in the Dell Arrange field trip to wheat farm for entire class. Have appointment with farmer so he can show them the machinery and answer their questions. Have completed booklets assembled ready to distribute to pupils. Each will make his own cover using his picture he made for the bulletin board for the front. Discuss what they have learned from the unit, referring to the mural, the wheat growing in the flower box.

Wheat Farmer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Butcher paper Wheat seed Glue Construction paper Song" "Wheat Fields" Book 5 Silver-Burdette Wheat seed from local feed and seed store.	Art: -Skills in freehand drawing and color values; also lettering Guidance: -Learning the value of working together Music: -Enjoyment of learning a new song to sing Science: -Concepts in plant life
Materials in the reading corner. Resource people: Economists; farmers	Social Studies: -Practice in inductive learning Guidance: -Sharing the results of research
Wheat farmer Construction paper	Social Studies: -Learning how farming relates to the community Language Arts: -Learning skills necessary for courtesy in life Art: -Developing ideas and illustrations to depict the information learned.

BROILER GROWER

I. JOB DESCRIPTION:

A. Some things the worker does - fill feeders if they are not automatic; check waterers to see if they are working; check temperature; check for sick chickens and doctor them; vaccinate or give pills when chickens arrive; clean litter when selling chickens.

B. Tools the worker uses - automatic feeders and watering equipment; litter spreader

II. WORKING CONDITIONS:

A. Hours - depends on size of operation; high work may be necessary during extreme weather conditions.

B. Benefits - fringe benefits - farmer declares himself self-employed for Social Security. Vacation time between flocks of chickens if desired. Inside work. Some growers contract their chickens with feed companies or poultry processors and have a guaranteed price so there is little financial worry.

C. Hazards - fire, chicken diseases, rats, storms cause chickens to pile up in corner and smother, price fluctuates.

D. Work can be done by male___ female___ both x (work is done mostly by men but the whole family can have tasks and share. This will help promote attitudes in children toward the world of work, and give them a positive self-concept of their role as an integral part of society. The family relationship will strengthen him in the many years of living in his future.

E. Type of building - regular standard brooder house.

F. With people or alone - this is successful as a family enterprise. Some large operations require working with hired helpers.

III. TRAINING AND OTHER QUALIFICATIONS:

Training can be acquired from the local County Farm Agent or vocational agriculture teacher. Most farmers learn this from the neighbors or from relatives or parents. Colleges offer courses in "Poultry Growing."

IV. OTHER INFORMATION:

The chicken litter is sometimes as profitable to the farmer as the sale of the finished broiler. It is rich in nitrogen and helps build up the farm land.

BROILER GROWER

CONCEPT	ACTIVITIES
The pupil needs a working vocabulary of the broiler industry: Broiler Feeders Waterers Diseases Brooder House Brooder Stove Capons Pullets Roosters Litter Thermostat	In a community where the students are acquainted with broiler growing, the teacher will write the vocabulary on the board and have class discussion of each term. In a school where broilers are not a familiar occupation, the children could be divided into groups to do research from available reading material, then come before the class to discuss terminology and information found. Role-play: Conducting an interview
The choice of geographical locations is important in growing broilers.	Bulletin Board: Place a large map in the center and use colored pins to indicate areas where broilers are raised. The caption on the bulletin board will be originated by the committee. Children will do research and this can be found in their geography text. Appoint a committee to be in charge of this. Write to the Chamber of Commerce of the state capitol of the leading broiler-producing states for information on broilers grown in their state. Pupils will make a bar graph of statistics found in book Livestock and Poultry Production, page 568. This will show the number of broilers grown in each state in 1968. Teacher may use a transparency to project the material in front of pupils. Completed graphs will be displayed.

Broiler Grower continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionary Library Research Cassette of broiler grower	Language Arts: -Pronunciation -Group discussion -Dictionary usage -Library research -Conducting an interview
Butcher paper Colored pins Geography (adopted text) Library Research Book: Livestock and Poultry Production 3rd edition Bundy and Diggins Prentice Hall, Inc.	Geography: -Map study and a study of products grown in different areas -Studying climate, temperature and products of different areas Language Arts: -Research and letter writing Art: -Lettering Mathematics: -Chapter on bargraphs

Broiler Growers continued:

CONCEPT	ACTIVITIES
Resource people in the broiler industry give pupils an understanding of special occupations. Any occupation carries with it a professional pride and dignity. Labor is minimized by bulk handling and by mechanical feeders. Cooperative projects within the family help pupils to understand the importance of people working together.	Have class choose a committee to write an invitation to the local County Farm Extension Agent to talk to the class about broiler production. Parents who grow broilers are invited to speak to the children. By this time the children will be enthusiastic and will ask questions. They will sing "Old McDonald Had a Farm", using "a chick-chick there" as the theme. They will play "rotten egg" in PE class. Game: Pulletts and Roosters Rules: Have a center line on court and base lines at each end. When the one who is "it" hollers "Farmer Jones is coming" the pullets and roosters (which the sides have been named) exchange sides. If "it" catches one, he goes to his pen at one side of center line. One can be rescued from the pen by one of the members of his side. After six exchanges, the side with the most players wins. Show film while parents are visiting. "Poultry on the Farm" pictures the stages of growth of a chicken from embryo to hatching of chick. (color; 11 min.) Discuss film. An incubator can be borrowed from the County Farm Agent or from the local Agricultural Department. Some child may have a very small one at home. Set the incubator right in the classroom so it will hatch at the close of this unit. Keep a temperature and egg turning chart. This would be more meaningful if planned to culminate at Easter season. Eggs could be colored and the children could have an egg hunt.

Broiler Growers continued:

RESOURCES AND REFERENCES	LINKING CONTENT
County Farm Extension Agent Address to County Seat Reading Table Materials Book: What is a Chicken? Darby (2-3); Benefic Press, $3.00 Elementary School Library Collection Film: "Poultry on the Farm" Britannica Ed. Corp. Free film library Audio-Visual Dept. State Dept. of Education Incubator	Language Arts: -Letter writing -Note taking Music: -Vocal singing for enjoyment P.E.: -Exercises and planned games relate to terms the children have learned.

DISTRIBUTIVE EDUCATION

WAITERS AND WAITRESSES

I. JOB DESCRIPTION:

A. Some things the worker does - take food orders, serve food, make out bills, clear and clean tables.

B. Tools the worker uses - silverware, dishes, uniforms, tables and chairs, kitchen facilities.

II. WORKING CONDITIONS:

A. Hours - usually 48 hours weekly

B. Benefits - air-conditioned building, tips, pleasantly decorated surroundings, getting to meet people in all walks of life.

C. Hazards - have to work at rushed pace, be on feet long hours, burns from heat and steam, cuts from knives and glassware and falls on slippery floors.

D. Work can be done by male___ female___ both x

E. Type of building - usually the best, air-conditioned type building.

F. With people or alone - works with many people.

III. TRAINING AND OTHER QUALIFICATIONS:

High school diploma not always required but is beneficial. Must have health certificate, be neat and clean, observe pure food laws, can belong to union, free from physical defects that would impair movement, good physical stamina, needs to know how to meet and greet the public.

IV. OTHER INFORMATION:

There are different types of waiters or waitresses depending upon the work they do: serve people at certain assigned tables; banquet waiters or waitresses; serving small groups of people; a la carte waiters or waitresses who work independently. A waiter or waitress may serve as a "runner" or host or hostess. Waiters and waitresses in a large metropolitan area can earn between $1.20 to $2.00 or more per hour plus tips which customers pay averaging from 10 to 15 percent of their bills.

WAITERS AND WAITRESSES

CONCEPT	ACTIVITIES
Pupils begin to understand menus and the work of a waiter or waitress. Menu Patrons Entree Uniforms Eclair Fillet Mignon Hors d'oevres A la carte Coddled Endive Au Gratin	Pupils use dictionary and interviews with restaurant personnel to identify terms: Menu - the details of a meal, the foods served. Entree - food served between the chief courses. Patrons - a customer Uniform - dress of a particulary style, color worn by persons in the same service. Fillet Mignon - a choice piece of meat without bone. Hors d'ovres - a relish or ap etizer usually served at the beginning of a meal. A la carte - dish by dish with a stated price for each. Augratin - food with a browned covering of bread crumbs, often mixed with butter or cheese. Endive - an herb whose curled leaves are used for salads, chicory. Eclair - a small baked pastry shell filled with flavored cream and glazed or frosted. Coddled - to cook slowly and gently, as eggs or fruit, in water just below boiling point.
Pupils become aware of the facts of the job of a waiter or waitress. What created the need for waiters and waitresses? Why is this job so important? What are the kinds of restaurants and eating places? What are the duties of a waiter and waitress? Are there more waitresses than waiters? Can one advance in this job? What are the qualifications for this job? What are the working conditions? How much income does a waiter and waitress make?	Pupils use references listed and interviews with waiters and waitresses to answer questions. Name the kinds of eating places and restaurants using these headings: Table Service Self Service Counter Service Curb and Drive-in Catering Service

Waiters and Waitresses continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionary Personnel from a restaurant Teacher may write the following associations for information: American Hotel and Motel Association National Restaurant Assoc. 1530 N. Lake Shore Drive Chicago, Ill. 60610 National Council on Hotels, Restaurants, and Institutional Education Statler Hall Cornell University	Language Arts: -Learning correct interview techniques -Using the dictionary Health: -Nutritional value of foods -Special food preparations
Encyclopedia of Careers and Vocational Guidance; Doubleday & Co., Inc. Occupational Guidance Unit 2B, Vol. II (1971) Finney Co. Booklet: Waiter - Waitress as a Career; Belleau; Park Publishing House Film Loop: "Waiters and Waitresses" No. 81228; Encyclopedia Britannica Occupational Outlook Handbook; 1970-71 Filmstrip: "The Waitress"; Eye Gate House, Inc.	Social Studies: -Ancient food habits compared to modern food habits. Health: -Eating habits in public as well as at home.

Waiters and Waitresses continued:

CONCEPT	ACTIVITIES
	List and discuss the duties of a waiter and waitress
A deeper understanding of the skills needed in the occupation of a waiter or waitress is gained by pupils practicing being waiters and waitresses.	Pupils observe workers in the school cafeteria, at church socials or dinners, and for club committees that handle food preparation. Pupils will observe carefully the person waiting on them when they eat out with the family. The student can get each family member to notice details of the waiter's or waitress' service to them, and then record this information for discussion with the classmates in school.
By staging a restaurant scene, pupils come to understand the value of working together.	Pupils are divided into committees for working out a "mock" restaurant scene. One committee be in charge of making out and printing a menu, another in charge of table arrangements including dishes and silverware (paper plates and plastic eating utensils can be brought from home), another committee for straightening the room after activity. Pupils should take turns being waiter and waitress and the patrons who will be served. Make posters and bulletin board displays from magazine pictures of correct table settings and good manners while eating.

Waiters and Waitresses continued:

RESOURCES AND REFERENCES	LINKING CONTENT
References to be used by students and teachers Books: Guide to Good Manners; Beery S.R.A. Manners Made Easy; Beery; McGraw-Hill Filmstrips: "Manners Make a Difference" (set of 9); Eye Gate House, Inc. Bulletin: Industry Wage Survey: Eating and Drinking Places; No. 1400 Superintendent of Documents Washington, D. C. 20402	Language Arts: -Study of making lists correctly -Study of manners
School cafeteria; churches; community clubs Restaurants Waiters-Waitresses Family Members Classmates	Social Studies: -Applying for a job
Reference material previously listed Materials for table settings Magazines Poster Board Art Materials	Health: -Practicing what you have learned about good nutrition and table arrangements -Practicing good manners Art: -How to make displays -Using art materials

Waiters and Waitresses continued:

CONCEPT	ACTIVITIES
A more flexible and tolerant attitude toward the occupation of a waiter or waitress comes through knowledge of the occupation.	The class could plan to invite a restaurant manager to talk to the class about how he employs his waiters and waitresses. The class could plan to invite a waiter or waitress (preferable one of the students' parents) to talk to the class about what it takes to be a successful waiter or waitress.
Pupils show gratitude and appreciation.	Pupils write thank-you letters to the resource people.

Waiters and Waitresses continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Restaurant Manager Waiter or Waitress (preferable a parent)	Language Arts: -How to write an invitation
Writing Materials	Language Arts: -Using what you have learned about thank-you letters

REAL ESTATE AGENT

I. JOB DESCRIPTION:

A. Some things the worker does - Part of the day is spent at the office reviewing listings and calling prospective customers. Also the agent shows homes and drives customers around to look at the different property listings. The agent needs to keep an up-to-date record of all listings and a general knowledge of the area. He obtains the signature of the buyer and seller on each purchase agreement and accepts the earnest money.

B. Tools the worker uses - his car, up-to-date record of all listings, map of the general area, city directory.

II. WORKING CONDITIONS:

A. Hours - no set hours

B. Benefits - agents work on a commission; therefore, they are constantly working at their tasks.

C. Hazards - there is no set salary.

D. Work can be done by male___ female___ both x

E. Type of building - clean, well-lighted, heated and usually air-conditioned.

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

Must have completed a real estate course and have a license, have at least a high school education, college training in business administration economics is valuable, must enjoy working with people, must be patient and willing to work long hours and be able to determine his prospects' real needs, must be neat, have enthusiasm and integrity, must remember names and faces as well as prices and facts about the business.

IV. OTHER INFORMATION:

There will be openings for several thousand real estate salesmen in the future due to the increase in land development. In primitive times, a plot of ground would change hands by violent means. In the Middle Ages, feudal laws greatly restructed the ownership of property. Land and buildings were bought and sold freely after the American Revolution, and this contributed to development of the whole continent. The National Association of Real Estate Boards was established in 1908, and in 1917 laws were passed for agents to be licensed which further protected the public.

REAL ESTATE AGENT

CONCEPT	ACTIVITIES
A child's curiosity is aroused by learning terms common to a real estate agent.	List terms, discuss, then write on the board and have children define them using a dictionary. Have a realtor also speak to the class and have the realtor explain how the terms are used in his work. Real Estate - the buying and selling of land, buildings, homes and commercial property. Rental - real estate or other property yielding an income. Property - holdings or possessions that are owned; land or real estate that is owned. Contract - an agreement, usually written, between two or more people enforceable by law. Mortgage - the pledging of property to a creditor as a security for payment. Appraisal - an estimate of the market (selling) value of land and buildings. Deed - a document under seal that states a contract, transfer of property, etc.
Pupils gain understanding of the kind of work done by a realtor.	Have pupils answer the questions by using a variety of resource material. Pupils may use Occupational Handbook, SRA Briefs, and data from library books. What is the history of real estate? What are the personal requirements? What training is needed? What are the working conditions and tasks of a realtor? What are the average earnings? Are employment opportunities plentiful?
The style of speech of an agent, his surroundings and his tools contribute to his success.	Select interested pupils to go on a field trip through a local real estate office. Let them interview the local agents and tape them. From these, they can make reports and write themes.

Real Estate Agent continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Local realtor to speak to the students explaining the terms and his working duties, and the equipment he uses. Students use: Dictionaries, Encyclopedias	Language Arts: -Learning to use words to show their exact meanings Spelling: -Using the terms correctly in speaking and in sentences, and spelling them accurately. -Arranging words in alphabetical order
Occupational Outlook Handbook U.S. Dept. of Labor Bureau of Labor Statistics; p. 308 SRA Occupational Brief Science Research Associates Making Money in Real Estate New York, Grosset & Dunlap; 1963 Local realtor to explain his work to the class when he comes to speak to the class.	Social Studies: -To study the past and present lives of people and how they bought and sold property. Reading: -Reading the varied resources and books that the children have secured. Math: -Let the children keep an up-to-date record of their math papers and tests.
Small group of interested pupils to be taken through a local realtor's office.	Language Arts: -Writing themes about "What I Observed" -Speaking before the group.

Real Estate Agent continued:

CONCEPT	ACTIVITIES
It is important to have good public relations and to be courteous and responsible.	Show films and film loops on how to develop personalities and to improve one's attitudes, for a pleasing personality is essential. Let students then write papers entitled "Who I Am."
Many activities require self-involvement.	Set up a bulletin board display committee. Have different groups to do the data finding; one group to do the lettering, one to cut materials from magazines, and one to do the designing. Lead a group discussion over the past and present means of buying and selling land, and let students compare the old with the new.
Through imagin ation and creativity many ideas are developed and executed.	Encourage students to make up poems or songs about the duties of a realtor. Then let pupils read them or sing them to the class. Let the children draw and illustrate a map and then have a sales campaign, bringing out the good points about the lots and property for sale. Let interested pupils make a booklet containing pictures of homes for sale. Let the children write descriptions of these homes. Price Size of lot Describe house (inside & out) Community

Real Estate Agent continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Film: Communicating With the Public (No. 3015) Refer to Encyclopedia Britannica Bibliography Filmstrips: "Who Do You Think You Are?" (No. 106227); Refer to bibliography "What Happens Between People" (No. 320919)	Language Art: -Encouraging creative writing. Use unit on writing from English text.
Various magazines and newspapers from which pictures and articles can be taken.	Vocational Guidance: -To build a pupil's self-concept by working in groups and participating in discussions.
Pictures from newspapers, magazines, and booklets to be used in the pupils' booklets. Library Book: A House for Everyone Miles; New York; Knopf (K-3) A World Full of Homes (1-3) Burns; Whittlesey House Original poems and songs by pupils. Record: "Sing a Song of Homes," Educational Record Sales, Neighborhood and Community Series AED 134-135 (1-3)	Music: -Singing creative songs Art: -Let the pupil use his imagination and creativeness in his art Guidance: -Pupils working on their own develop self-confidence.

DRUGSTORE SALESCLERK

I. JOB DESCRIPTION:

A. Some things the worker does - (Duties may include any of the following, not necessarily all of them) - assist customer in decision making, familiarize themselves with stock, create display windows, selling, survey and mark stock, pull out-of-date stock for return, assemble and wrap items purchased, make out sales or charge slips, receive cash payments and make change.

B. Tools the worker uses - telephone, cash register, bookkeeping tools, cosmetic charts, company detail sheets, merchandise.

II. WORKING CONDITIONS:

A. Hours - schedule varies with size of town, chamber of commerce rulings, number of stores in town, size of staff - usually 40-48 hours weekly.

B. Benefits - drug and cosmetic discounts, commission on some sales items, with seniority vacations with pay.

C. Hazards - responsibility for bad checks, dispensing prescription to wrong customer, responsibility for carelessness in bookkeeping or cash register discrepancies.

D. Work can be done by male___ female___ both x (usually female)

E. Type of building - usually modern, air-conditioned.

F. With people or alone - salesclerks' work exposes them to contact with people from all walks of life - customer, doctors, drug retail men, as well as federal and state inspectors.

III. TRAINING AND OTHER QUALIFICATIONS:

Pleasant disposition, interest in people, honesty, good knowledge of basic math, and liberal educational background (preferably a high school graduate), usualty a trial-training period, continuous on-the-job training. The salesman should be neat and clean in appearnace. He should be courteous and polite.

IV. OTHER INFORMATION:

There is an opportunity for advancement to section manager, cosmetician or specialist selling one line of makeup. Outlook favorable because of new openings and turnover of staff. Salaries - depend on area and experience. The average pay is about $2.00 per hour. Drugstore salesclerks are responsible for keeping the work area neat, clean and attractive. Usually they handle any customer exchange or return items. Some large drugstores replace salesclerks with cashiers.

DRUGSTORE SALESCLERK

CONCEPT	ACTIVITIES
Experiences in selling give pupils an insight into problems and responsibilities encountered as salesmen.	Encourage students to share experiences in selling items for church, scouts, etc. Emphasize skills (courtesy, knowledge of product, change making, etc.) involved in salesclerking. Have an experienced scout train volunteers to sell an item. Included in training should be tips on bookkeeping, change making, courtesy, etc. Later, volunteers might dramatize sales under a variety of circumstances. They might comment on a part of the training that particularly interested them.
Making money is not always a prime reason for working. Work can be fun and a satisfying experience.	Inquire of pupils their idea of the reason people work. Show film; ask if they can add any statements to the listed items from earlier conversation. Have each pupil develop an individual or group-prepared gift item for sale. (Items might include tincan bottle holders, egg carton waste baskets, pencil holders, pen cushions, etc.) Discuss neatness while working and required safety in using new tools. Children will cooperate in maintaining a neat room so as not to overburden custodian.
Understanding the value of advertising in today's society and the necessity of careful reading of advertisements is important.	Advertisements should be developed and circulated to each classroom announcing ROOM--as Student Gift Shopping Headquarters. Arrange with principal to allow pupils to "shop" during recess. Special occasions such as Mother's Day and Christmas season would be an ideal time to culminate this activity. Attractive displays and advertising material should be developed for halls, intercom, and department store windows (outside room where store is set up)

Drugstore Salesclerk continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Pupils' personal experiences. Cookie and Christmas card order blanks used by various organizations in fund drives. An experienced scout. Student volunteers.	Speech: -Oral language development Health: -Social interactions Basic Math: -Problem solving with money Language Arts: -Public speaking -Dramatics
Occupational filmstrip: "Why Do People Work?"; Visual Education Consultants, Inc. Various magazines with art ideas Craft magazines Child Craft volume on things to make. World Book Encyclopedia Field Enterprises Education Corporation	Vocational Guidance: -Recognizing the value of work. -Developing self-image as productive member of a group. Decision Making: -Selecting, organizing materials and tools. Health and Safety: -Necessary precautions when working with sharp objects. -Responsibility for individual in maintaining type of environment all enjoy.
Newspaper, magazine, TV, and radio advertisements should be studied as examples and serve as frame of reference for student adds on their drugstore and gift items. To develop motor skills use tincans, scrap yarn, egg cartons, scrap felt, small juice cans, odd buttons, empty plastic detergent bottles, styrofoam balls, scrap material, needles, thread, glue, scissors, etc.	Reading: -Studying various texts for clues to advertising -Recognizing propaganda techniques Art: -Use materials for creative purposes Language Arts: -Creative writing (rhymes), and public speaking should be recognized and developed.

Drugstore Salesclerk continued:

CONCEPT	ACTIVITIES
	Careful records of actual expense should be kept by each child. This amount should be recorded in marketing code on each item (gift) plus a sales price. Cash receipts should be written for each sale and these should be tallied at the end of each day against cash register totals. Investments should be returned to pupils at end of period. Children may work in designated or volunteer shifts as salesclerks or pharmacist. A registered pharmacist (child) may fill prescriptions in a prescription department. (Pills such as red hots, jelly beans, chocolate covered raisins, etc., may be used to fill prescriptions. At the end of a designated period of time, profit should be figured and a method of using the results of the class project should be discussed and decided on by the class. In areas where school funds are insufficient for field trips, this might be a suggested activity, or a class-planned party or picnic might be mentioned. Other possibilities include bringing empty containers and setting up a drugstore. Children should play various roles (shopper, clerk, druggist, ill customer seeking front end drugs). Children may be given a certain sum. Some items will exceed their budget; thus charge accounts and layaways may be added to bookkeeping forms. Take time to discuss danger in taking prescription medicine other than doctor issues for you. Also mention child's responsibility to watch out for younger or more foolish children.

Drugstore Salesclerk continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Masking tape for marking items Magic marker Student-developed sales slips Wholesale marking code as follows: PATHFINDER P=1; A=2; T=3; H=4; F=5; I=6; N=7; D=8; E=9; R=0. Cash register (toy) Adding machine from office Paper bags (parents save in advance) Typewriter-type labels Empty prescription bottles (plastic) Glue Empty containers Play money Receipt books and bookkeeping forms developed by students and memographed from student-made stencils. Example: Firm Name Customer Name Address Address Date Description Total	Math: -Keeping careful, neat records of expenses -Comparing various codes with hindu-arabic -Simple bookkeeping and basic math are used to show need for accuracy -Use sales catalog to make out list of needed clothes, dishes, school supplies, etc. -Learn to make sales slip Basic Math: -Required to determine profit from investment -Basic math skills to determine profit Vocational Awareness: -Recognizing skills and tools of a salesclerk -Social awareness - each person depends on the other. Some sales depend on character evaluation Health and Safety: -Precaution in taking medicines other than handed to child by parent or nurse Guidance: -Recognizing the feeling of satisfaction that comes from doing a good job while contributing to a group effort -A successful business is the result of team effort

Drugstore Salesclerk continued:

CONCEPT	ACTIVITIES
A child's self concept is re-enforced by group and individual activities.	Pupils may research a product, develop a sales line for customers, and tape a demonstration. They may set up an attractive seasonal sales window, or create advertising for posters, ads for radio, local TV or newspaper or other possibilities for class involvement. Prepare booklets on this occupation. Included may be snapshots, related magazine and newspaper articles and clippings, as well as personal sketches and related experience stories. Provide group and individual activities for the children to re-enforce self concept.
Customers and employers expect clerks to have specific skills and a knowledge of his merchandise. Sales people must be polite, patient, and helpful to customers.	Invite a local employer to discuss essentials for initial hiring and forthcoming raises. Also have him discuss some reasons why people are dismissed or fired from work. Have pupils relate favorable and unfavorable experiences. Keep a log of observations of both male and female clerks in the same type of setting. Note types of services available...also note the reaction of clerks to emergencies. (Severe manifestation of illness such as fainting, seizure, or irritability.) On basis of reports have pupils chart favorable personality traits. They should discuss and decide why customers like to trade in some stores and not in others. Show film

Drugstore Salesclerk continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Detail sheets on merchandise (cosmetics, cameras, shavers, etc.) Advertisments from TV, radio, magazines, newspapers. Small items for demonstration: cameras, cosmetics, sundries. Tape recorder. Camera captions, magazines, newspaper articles, personal experiences.	Reading: -Directed for information related to benefits or strengths of a particular item Art Expression: -Gives artistic or disadvantaged student an additional avenue of expression and achievement. Dramatics: -Development of expression in communication through role playing. Writing, organizing and classifying related experiences. (Some children may require assistance in writing, spelling and other skills). Areas should be set aside with special facilities to encourage the academically handicapped to enter into an activity that might otherwise have excluded him. A student to copy and transcribe dialogue would be very helpful.
Local business man or woman. Students personal experiences. Encyclopedia Britannica Vocational Education Job Opportunity Series "Salesmen and Saleswomen in Retail Stores"; 8 mm #81249	Vocational Guidance: -Developing proper attitudes toward quality work and responsibility -Evaluating personality traits and determining favorable attitudes Language Arts: -Notetaking forms purpose of reporting to class the nature of services available at this source as well as personal strengths needed by clerks.

Drugstore Salesclerk continued:

CONCEPT	ACTIVITIES
The outlook for salesclerks in the drug business is favorable.	Have pupils discuss a variety of methods of securing information on occupation outlook, educational requirements, and opportunities in sales service. Have volunteers seek information from a variety of sources including the library, news clippings, and writing for free materials. An interested child could type an approved letter.
Personality, appearance, and attitude are necessary in obtaining and holding a job.	Develop a bulletin board to motivate independent reading. The title might be: Avenues to Happiness; Understanding Yourself; Getting Along with Others Develop an expanding silent reading corner for free time reading. Arrange for overnight check-out service by using children in roles of librarians. Draw pictures of children involved in various activities illustrating acts of courtesy, obvious personality clashes and good grooming.
Summarization and evaluation is important.	Develop booklets on little known facts about salesclerks. Encourage usage of such terms as: merchandise, cosmetics, sundries, display, commission, wholesale, retail, demonstration. Use questions similar to those listed below to let pupils evaluate their achievement: How do these workers contribute to the community? How well did I work with other students on this project? What are some possible ways of applying for this kind of work? What materials did I work on?

Drugstore Salesclerk continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Newspaper clippings from the want ads Encyclopedia of Careers and Vocational Guidance World Book Encyclopedia (Information on salesmanship) Sales Careers - What You Should Know About Them, 1964 (Free) Sales and Marketing Executives International SRA Junior Guidance Series Exploring the World of Jobs "Sales Occupations"	Reading: -Researching reference material for specific information; using clues to locate main ideas Language Arts: -Notetaking -Studying notes to assimilate pertinent information
Library Books: Manners for Minors; Loeb Associated Press, 1966 $3.95 (6) Lee, Tina; Manners to Grow On: A How-To-Do Book for Boys and Girls (4-6) Doubleday, 1955 $3.50 About Him You Said It About Her The Job You Want McGraw-Hill Book Co. SRA Junior Guidance Series #051087 Getting Along With Parents #050732 Getting Along in School All About You #050731	Guidance: -Recognizing personality traits Health: -Material on general appearance and social interaction Set aside time for brief discussion
Occupational Outlook Handbook U.S. Department of Labor SRA Occupational Briefs Science Research Assoc., Inc. 1967 "Finding Out About Drugstore Clerks"	Health: -Social growth and mental health Guidance: -Recognizing the relevance of school activities to their community and home environment -Recognizing that they are contributing members of society

TRUCK DRIVER

I. JOB DESCRIPTION:

A. Some things the worker does - maneuvers truck, checks the operation of his vehicle, loads and unloads goods, makes deliveries and pickups, keeps a daily log of his deliveries, checks condition of his equipment.

B. Tools the worker uses - some drivers drive special types of trucks; operate mechanical hoists; freight bills or receipt books.

II. WORKING CONDITIONS:

A. Hours - 8 hour work days.

B. Benefits - receives good wages on most jobs, may get time-and-a-half above 40 hours per wekk.

C. Hazards - lifting and loading heavy objects may be dangerous, chance of wrecks.

D. Work can be done by male x female ___ both ___

E. With people or alone - drive usually alone; work with employers.

III. TRAINING AND OTHER QUALIFICATIONS:

Have at least a grade school education. Must be at least 21 years of age. Must be physically able to lift. Safety measures are necessary. Must have good vision and good hearing. Must have a chauffer's license.

IV. OTHER INFORMATION:

Need to be tactful and courteous. In case of an accident, the driver must prepare a detailed report.

TRUCK DRIVER

CONCEPT	ACTIVITIES
Pupils learn terms that are common to a truck driver.	Discuss the meanings of the following terms aloud. Ask the pupils their concepts about the terms. Invite a truck driver to come to the class and have him explain these terms so they will be more meaningful to the pupils. Long-haul runs - a drive extending to a great distance; usually is overnight. Franchise - permission granted by a manufacturer to a distributor or retailer. Transportation - act of transporting goods or materials from one place to another. Maintenance - the act of keeping the truck in good condition and operation. C.O.D. deliveries - buyer pays cash upon delivery of product. Tractor-trailer - the truck driver's vehicle. Merchandise - goods, materials, and manufactured goods. Truck stops - special facilities for drivers to rest and eat at less cost than other cafes and motels.
Pupils become aware of the tasks of a truck driver.	Pupils are to answer the following questions using various resource material and information obtained from library books. What is it necessary to have truck drivers? What are some tasks of the driver? What are the hours and working conditions? The teacher will use the above questions as a motivation technique to encourage the interests of the students. The students will then use these questions as a basis for writing themes about truck drivers.

Truck Driver continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Pupils use dictionaries and information obtained from truck driver. SRA Occupational Brief Science Research Assoc. No. 57	Language Arts: -Students develop skills by looking up definitions and writing definitions in own words. -Make use of words in group discussion. Reading: -Finding information concerning the terms and also reading books about the terms.
Film: "The Truck Driver"; 16 mm (16 min.) Free American Trucking Assoc., Inc. Book: I Want to be a Truck Driver Greene Children's Press, 1961 "Truck Driver" (2-3) Academy Films	English: -Writing themes - using chapter on writing as a basis for themes.

Truck Driver continued:

CONCEPT	ACTIVITIES
The pupil and his community depend upon the trucking industry.	Invite local and over-the-road truck drivers to speak to the children. He could also explain his tasks in more detail. The children could then compare the tasks of the two types of drivers. The children could read library books. Visit a local truck terminal to interview the truckers. The interview could be taped. Pupils list for one week all goods they see shipped by trucks. Classify goods as raw materials and finished products.
Children become aware of the good truck driving practices. Courtesy and responsibility are important assets for the driver to have. There is a purpose for having standard driving procedures and laws.	Select a committee of pupils and have a discussion or debate about the good driving practices adhered to on the road. Encourage pupils to gather information from books about the trucking industry. The children could list the good driving practices that are needed. Make a bulletin board comparing good and poor driving practices. Discuss courtesy, safety, and knowledge of local and out-of-state laws. The pupils interested in art illustrate pictures of various trucks or cut pictures from magazines. An interested group of pupils may write a letter to a local truck terminal requesting that a driver come to speak to the class about his various tasks.
A truck driver has to keep a record of all goods he carries, be reliable and dependable.	Another bulletin board display could be about the numerous driving occupations. Encourage pupils to do research on the various transportation jobs. Set up a bulletin board committee. One to gather data about driving occupations. One to gather pictures. One group to do the lettering. One group to make the design of the display. One group to explain purpose of display.

Truck Driver continued:

RESOURCES AND REFERENCES	LINKING CONTENT
"Truck Transport: On the Long Haul" (1-3); Academy Films Book: The Big Book of Real Trucks (1-3), Zaffo; Grosset, 1964 Local trucking terminal or local company that employs truck drivers.	Reading: -Reading for information and to compare written material with personal experiences. Social Studies: -Emphasizing the need for good public relations.
Books: Trucks on the Highway; Colby (4-6) Coward Co., 1946 Trucks and Trucking; Putnam (4-6) Trucks at Work (4-6) Garden City Books Various magazines from which pictures can be taken. Local truck terminal - the employer.	Reading: -Pupils read library books and also listening skills are developed, for the child needs to be aware of the importance of listening to others. Guidance: -Allowing the pupil the opportunity to express his ideas in a discussion or debate. Art: -Planning attractive and informational bulletin boards. Language Arts: -Use the chapter on letter writing and also the chapter on grammatical usage.
Books: Truck Drivers: What Do They Do? (1-2); Harper and Row Trucks on the Highway: Pick-ups, Panels, Flatbeds, Big Rigs and Special-Purpose Cargo Movers; (4-6); Coward, 1964.	Art: -Pupils design their own bulletin board which depicts the various phases of trucking. Math: -Keeping a record book similar to that of the trucker. Pupils realize the necessity for knowing and keeping adequate records.

Truck Driver continued:

CONCEPT	ACTIVITIES
Duties within a job family are related.	Pupils design scrapbook which depicts the major types of commercial transportation or design books showing the related job families of a truck driver. An example might be to show the interdependency of the trucking industry upon other community occupations. Pupils could then explain his scrapbook to the class.
Research is necessary in considering the progress of transportation.	Lead a group discussion over the past and present means of transporting goods. Compare the past and present style of trucks, roads, terminals and requirements.
Emotions and feelings can be expressed through music.	Permit the pupils to make up a song about the "Driving Occupation." Let pupils practice taping their songs.
Truck drivers are vital to the successful operations of a community. A truck driver must be dependable; may carry valuable merchandise.	Show films about the truck driver. Help to expand the pupil's philosophy concerning the truck driver and his duties. To summarize, allow interested pupils to prepare slides depicting the various duties of a truck driver. Pupils could write a job description of a driver that has been interviewed.

Truck Driver continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Filmloops: "Truck Mechanics and Bus Mechanics" No. 81225 (See Encyclopedia Britannica)	Art: -Pupil designs a scrapbook that shows the work of a truck driver for long or short deliveries.
	Social Studies: -The pupils compare the past and present modes of transporting goods Language Arts: -Polishing research techniques
Original songs created by the pupil.	Music: -Songs for the pupils to sing aloud.
"Truck Driver"; 16 mm. Encyclopedia Britannica "Truck Transport" Academy Films	Language Arts: -Oral discussions that involve "give-and-take" Oral Language: -Pupils tape an interview Filmloops: "Local Truckdriver" Color - No. S81210 "Over-the-Road Truck Driver"; color No. S81209 Encyclopedia Britannica

THE GROCERYMAN

I. JOB DESCRIPTION:

A. Some things the worker does - orders new supplies, restocks the shelves, sells to the public, collects accounts and keeps books, is responsible for a profitable organization, verifies inventories, makes reports and supervises personnel.

B. Tools the worker uses - adding machine, typewriter, price stamper, ledgers and cash register.

II. WORKING CONDITIONS:

A. Hours - 40 hours per week; may be more, especially in small family-type businesses.

B. Benefits - groceries at reduced price.

C. Hazards - loss of customers, fire, robbery.

D. Work can be done by male___ female___ both x

E. Type of building - brick or other

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

May be trained on the job. Good health and stamina are essential, college training is desirable but not necessary, trained people usually receive promotions faster.

IV. OTHER INFORMATION:

Maintains good public relations. He helps by selling the things people want.

GROCERYMAN

CONCEPT	ACTIVITIES
The pupil acquires a vocabulary that helps him to talk about the groceryman and his job.	Discuss vocabulary words and meanings: Groceryman - dealer in foodstuffs and other commodities. Store - the place where the foodstuffs are kept for sale. Money - something accepted as a means of payment. Worker - one who works at manual or industrial labor or with a particular material. Job - a piece of work. Group discussion: "How the family may help in planning meals." "Why someone in the family must work to pay for food." "How well-planned meals keep us well." "Who plans the meals we eat at school?" "Why growing boys and girls need a well-balanced diet every day." "Talk about good manners at the table."
Pupils understand that the groceryman is a worker in the community.	Teacher and children may answer these questions together: What is the job of the groceryman? What training does he need? Does he work by himself? How does the groceryman help us? If you wanted to be a groceryman, would you need to be able to get along with people?

Groceryman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Student dictionaries may be used by the pupils with teacher assistance. School Dietician: Discuss the planning of meals for school children.	Language Arts: -The pupils enrich their speaking vocabularies relating to occupations.
Books: The First Book of Supermarkets (1-3) Bendick Ted and Nina Go to the Grocery Store (1-3) DeAngeli Chart tablets	Vocational Guidance: -The necessity of getting along with people is stressed for workers in all occupations. -All work has dignity and every worker makes a contribution. Social Studies: -Increase the powers of observation. -Students become more aware of their surroundings. Language: -Write on chart tablet duties of groceryman. Art: -Illustrate duties.

Groceryman continued:

CONCEPT	ACTIVITIES
Pupils recognize the relationship of the groceryman to other workers (producers and consumers).	Read stories to the children about the grocery story and the different jobs involved. Develop experience charts about the grocery store. Make up riddles about the people who work at the store. Example: "We visited a grocery store. We saw Judy's mother. She works there everyday. When we buy foods, She takes our money. She gets money for this. What is her job?" Make bulletin boards showing some of the things we buy in the grocery store. Show film: Mike and Steve Visit a Shopping Center Read the story, I Want to be a Storekeeper to the students and let them discuss the ideas they have about grocerymen. Have a store in the room. Use play money to make a purchase. Play a memory game by letting one child be the groceryman and then calling off several items to see if the children could go to the play store and ask for the items called for. Another child could be the mother and send for the items. Have a groceryman visit the room and talk with the students. Visit grocery stores and see how the ability of pupils to read helps grocerymen. Give each pupil a certain amount of play money to spend. Help children make shopping list before going to the store. Take children to a store and let each one spend his money as planned.

Groceryman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Pictures of items purchased at grocery stores. These may be from catalogs and magazines. Encyclopedia Britannica Film #2812 Make and Steve Visit a Shopping Center Book: I Want to be a Storekeeper (1-3) Green Commercial play money. Large cardboard box. Empty cans and boxes may be used for store items. Groceryman "Food Store" Encyclopedia Britiannica Films Filmstrip: "The Grocer"; Jim Handy	Language Arts: -Practice in making sentences -Practice in forming letters correctly -Students listen as teacher reads aloud Art: -Arranging pictures on the bulletin board in an attractive manner Math: -Learning to count money -Making decisions -Practice in making change and counting -Make a list of groceries from an advertisement and add the cost Reading: -Teaching children to listen and repeat exactly what they have heard -Carefully reading of labels to be sure we are buying what we want

GASOLINE SERVICE STATION ATTENDANT

I. JOB DESCRIPTION:

A. Some things the worker does - Greets customers and inquires about needs. Dispense gasoline, cleans windshield, checks water level in radiator and battery, checks oil level in crankcase and air pressure in tires, sells and installs tires, makes change and charge slips, some hand out trading stamps. Performs minor maintainances and repair work - replaces mufflers and rotates tires; perhaps drive customers cars; may have to keep service area, building, and restrooms clean; help take inventory and set up displays; provide emergency road service.

B. Tools the worker uses - Screwdriver, pliers, wrenches, power tools, motor analyzers, wheel-alignment machine.

II. WORKING CONDITIONS:

A. Hours - Usually 8 to 10 hours daily.

B. Benefits - Some are provided accident and health insurance and paid vacations; some furnished uniforms and laundry services; can usually make overtime.

C. Hazards - could be injured easily; works outdoors in all kinds of weather.

D. Work can be done by male __X__ female __X__ both ____

E. Type of building - Usually outdoors except when there are no customers.

F. With people or alone - Works with many people.

III. TRAINING AND OTHER QUALIFICATIONS:

1. No formal education required; high school education is an advantage.
2. Must have driver's license.
3. Understanding of how automobile works.
4. Some sales ability.
5. Know simple arithmetic.
6. Be neat and self-confident.
7. Be familiar with local roads.
8. Trained on the job.

IV. OTHER INFORMATION:

95 million motor vehicles serviced at one time or another.

The employment outlook is expected to increase moderately through the 70's creating several thousand full time and part-time jobs annually.

Employed in every section.

GASOLINE SERVICE STATION ATTENDANT

CONCEPT	ACTIVITIES
A working knowledge of words used in and around a service station is important.	Discuss the meaning of terms listed below after looking them up in a dictionary or by letting some of the more interested students visit the maintenance department or industrial arts shop of the school (if available) to get information concerning the meaning of the terms: Repair - to make over or restore to good and workable condition. Servicing - to perform certain services of maintenance, supply, repair, installation, etc., for or upon something. Radiator - a device using circulating water to cool internal things or heat external things. Battery - a group of two or more cells connected together for furnishing electric current. Gasoline - an inflammable fuel used for internal combustion. Crankcase - the case or covering of the crankshaft of an engine. Automatic Transmission - a self-acting gear, including the propeller shaft or driving chain by which power is transmitted from the engine of an automobile to the live axle. Lubrication - to make smooth by oiling. Muffler - to wrap or pad with something to dull the sound. Maintenance - to keep in "top-notch" shape, such as equipment. Mechanic - pertaining to manual labor, involving manual skill on machinery. Alignment - the act of adjusting to put in line.
Each community has a need for service station attendants.	Have volunteers take a field trip to various gas stations for on-the-job surveys. The students interview personnel to get answers to their questions. The teacher and pupils may use references and resources listed in next column to answer these questions:

Gasoline Service Station Attendant continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Mechanical or regular dictionary Maintenance man or industrial arts shop teacher Students own information	Science: -Studying about simple machines Shop: -Getting acquainted with machines and other equipment Language Arts: -Relating dictionary meanings to context
Gasoline service station and service station attendants Teacher or Counselor to make arrangements of field trips. Parents as chaperones for field trips	English: -Techniques of interviewing -Using reference materials to find answers to specific questions Math: -Making change with play money

Gasoline Service Station Attendant continued:

CONCEPT	ACTIVITIES
	What is the need for service station attendants? What are some of the services rendered? What are some of the tools needed? Where are some places of employment? What training or other qualifications are needed? What is the employment outlook? What are the fringe benefits? What are some of the working conditions?
Dignity and good self-esteem can be acquired through any labor.	Pupils tell of their experiences with flat tires on their bikes, etc. View filmstrip. Play the record "The Gas Station Man" and have pupils pantomime activities such as clean windshields, repair a flat, or similar activities. Make a guessing game out of the activity by letting the one who guesses the right activity pantomime next. View film loop and have pupils create stories about the service station attendant and illustrate them with original drawings (these drawings could be in cartoon form). Pupils could also bring real models of various things used around a gas station or make the models from clay or styrofoam for room displays.

Gasoline Service Station Attendant continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Occupational Outlook Handbook 70-71 edition; U.S. Dept. of Labor Bureau of Labor Statistics Washington, D. C. Books: Pete, the Service Station Attendant; Burton-Goodman Mr. Charlie's Gas Station (easy reading) Lippincott, 1956 Ben's Busy Service Station; Jene Barr Chicago; Albert Whitman 1956 (Easy reading) A Guide for Developmental Vocational Guidance; Oklahoma State Dept. of Education, Okalhoma City, Okla. "Service Station Workers" Science Research Occupational Brief P.O. Drawer 129 North Little Rock, Ark. 72115	Library: -Using library skills for locating specific books and other information Math: -Making change with play money Study Skills: -Map reading Social Studies: -Responsibility as a citizen to know the necessity of defensive driving -Studying of the rules of road safety -Discussion on how to use leisure time Health: -Protection against weather conditions
Filmstrip: Occupational Education "Fixing a Flat Tire" (slow learner or retarded student) Eye Gate Hours, Inc. Record: "The Gas Station Man" from Round the Tavern; Follett Publishing Co. 1963 Film Loop: "Gasoline Service Station Attendants"; No. 5-81243 Encyclopedia Britannica Educational Corporation Dime store models; styrofoam, spools, blocks of wood, tempra paints, straws Parent in service station business Representative from a trucking firm State Trooper of police force member Student's initiative	Language Arts: -Oral reports about personal experiences -Practice in pantomiming -How to look for information from a visual aid -Working in groups -Role-playing -Practicing good manners in personal relationships Art: -Making models -Using tempra paint -Illustrating stories Math: -Working dimensions Social Studies: -Relating interdependence to various aspects of life.

Gasoline Service Station Attendant continued:

CONCEPT	ACTIVITIES
	Have a parent who works as a service station attendant or manager talk to the class. The parent should come in working clothes or uniform. This could be a woman since we do have women in family service stations doing light work. Have a representative of a trucking firm relate their dependence upon service station attendants. Have a state trooper or member of the police force speak on accidents and safety in driving. During free activity period students could divide into groups to write out service station situations. Then act out the situations through role playing. Let class discuss the "good and bad" things about the situations as far as good service to the customer is concerned.
Appreciation and respect should be shown resource people.	Write thank-you letters to all resource people.

Gasoline Service Station Attendant continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Pamphlets: "I Want to be a Mechanic" (low level); Children's Press, Inc. "Gas Station Gus" (low level) Harper & Row Publishers Filmstrips: Some Neighborhood Helpers Series (1958) "Automobile Service Station" Eye Gate House, Inc. 11435 Community Helpers (Set 1) "The Service Station Attendant" Young America Filmstrips McGraw-Hill Book Co.	Language Arts: -Writing thank-you letters

BANK TELLER

I. JOB DESCRIPTION:

A. Some things the worker does - takes deposits, cashes checks, handles withdrawals, verifies identity of customer, sees that checks and deposit slips are correct, uses change machine, enters money received in bank ledgers and customer's passbook, sells bank services, knows bank and bank rules, counts money, lists money, balances accounts, sorts checks and deposit slips, checks out with bank officer and locks money drawer used during work hours.

B. Tools the worker uses - pencils, ballpoint pens, adding machine, ledger, blank checks, blank deposit slips, money changing machine, blank passbooks.

II. WORKING CONDITIONS:

A. Hours - 40- hour week.

B. Benefits - bonus, sick leave, paid holidays, paid vacation.

C. Hazards - cashing illegal checks for people.
could be held up by robbers.

D. Work can be done by male ____ female ____ both X

E. Type of building - clean, well-lighted, heated and usually air-conditioned.

F. With people or alone - with people.

III. TRAINING AND OTHER QUALIFICATIONS:

High school graduate; observe experienced teller one week, work with supervision three weeks; have neat appearance; be tactful, courteous, cheerful, friendly; meet standard of bonding company; take banking courses at a bank; knows bank rules; has healthy attitude toward this type work; a good disposition, orderly habits and never sacrifices accuracy for speed; is efficient and effective, clean and neat with a business-like attitude.

IV. OTHER INFORMATION:

Seven out of ten tellers are women, excellent chances for advancement, 85% to 90% of banks employees are tellers, seldom lose job, in constant demand, employment increasing about 18,000 plus per year.

BANK TELLER

CONCEPT	ACTIVITIES
To understand the occupation of a bank teller, the pupil needs to become acquainted with the following vocabulary: Teller - one who receives or disburses money. Account - a record of the amount of money a customer has in their bank account. Coin - metal money only. Currency - paper money. Deposit - to put in the bank and receive Bank - a place for receiving, keeping safe and the lending of money. Window - a small enclosure where the teller works. Ledger - a record book to record money in accounts. Withdraw - to take out of the bank. Balance - amount of money remaining in the bank. Sort - separate into groups Passbook - a small book belonging to the cusomter, telling him the money he has in the bank.	Study and learn vocabulary and meaning of words by teacher and students working together, using them in sentences and simple stories. Copy from chalk board or experience charts. Copy words stressing alphabetical order. Pupils and teacher working together until students have an understanding of finding words in a dictionary.
Pupils become aware of the duties of and the need for a bank teller. The goldsmith was the first bank teller. Our banks are larger than the goldsmiths. We have banks to keep our money safe.	Interested pupils, with the teacher's help, could use encyclopedias or other reference books to discover this answer. Some pupils plan and dramatize the story of the "Happy Goldsmith" or some similar story about the bank origin. Have a committee or interested student collect pictures, aerial photographs and city maps for a bulletin board. Read the aerial photographs of the city to locate banks. Mark the routes on a city map to banks pupils are familiar with. Use pictures or photographs of local banks.

Bank Teller continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Materials from which a vocabulary may be formed, can be obtained from local banks or ordered: The American Bankers Assoc. Bank Tellers Do's and Don'ts: Revised with Definitions of Banking Terms; Price $1.50 (For teachers' use) Vocabulary words: Science Research Assoc., Inc. "SRA Occupational Briefs" Brief No. 11 Dictionary for your level noting alphabetical order of words.	Language Arts: -Writing with teacher assistance, simple sentences, experience charts and stories. Stressing capital letters, periods, question marks and complete sentences. -Teach beginning dictionary skills. Art: -Creative drawing -Original illustrations of sentences, stories or experiences related on the charts stipulated above.
Any good encyclopedia or reference book. Lawrence, Ned.; "The Happy Goldsmith" Our Working World, by Lawrence Genesh "Families at Work" Resource Unit, Science Research Assoc., Inc. Aerial photographs of the city obtained from the local mayor's office. Pictures clipped from magazines or obtained from local banks. Photographs may be taken by pupils. City maps may be obtained from local service stations or city police. Occasionally banks have city maps.	Language Arts: -Beginning skills of how to use reference materials is important on a primary level. -Original dramatizations to see if general idea is understood Reading: -Obtaining general information. Art: -Original drawings of banks, both the inside and outside. Learn how to take photographs with a simple camera.

Bank Teller continued:

CONCEPT	ACTIVITIES
The bank teller has many duties.	Have a game and act out or pantomime different people giving reasons for going to the bank. People of all kinds, businesses, families, schools and many others use a bank. Have a group of interested students compile a list of the duties of a bank teller. Ask a teller to visit the class (a parent if available).
Pupils realize the importance of this occupation. Pupils are interdependent.	Visit a bank to observe a teller at work. Note the various types of people depending on the teller. Watch the courtesy, friendliness and manners displayed. In a corner of the room, build a bank teller's cage. You may use boxes, cardboard of an extra desk. Make signs to show this construction is a teller's cage in a bank. Write thank-you notes to tellers who visited and were observed. Make paper money or use play money for teller and customer use.

Bank Teller continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Rees, Elinor; The Bank Children's Press, 1959 Howard, Vernon; Puppet and Pantomime Plays; Sterling, 1962; $2.95 (3-5) Film: "Money in the Bank and Out", 1965, color, 15 min. (p-i) State Department of Education Shay, Arthur; What Happens When You Put Money in the Bank? Riley & Lee, 1967 (K-3) Resource person - invite a teller from a local bank to visit the class and talk with them. Teller's Manual, obtained from local bank. German, Donald and Joan; The Bank Teller's Handbook; Warren, Gotham and Lamont, Inc.	Social Studies: -Study maps and know that lines represent streets. -Reading aerial photographs to locate specific places -Learn the markings on maps and locations. -Reading library books about banking -A bank is needed by all the community even though their needs are different. This provides an opportunity for students to learn more about different occupations in the community; thus, it may stimulate interest for some other career awareness units. Reading easy books on duties of a bank teller. Language Arts: -Listening carefully to obtain information -Oral language in discussion of the teller's duties. -Note taking or listing facts, stressed as a study skill. -Penmanship: check notes and lists.
Field trip to a local bank for observing a teller at work. Stuart, Jesse; A Penny's Worth of Character; McGraw, 1954 $3.25 (1-3) Parish, Peggy; My Golden Book of Manners; Golden Press, 1962, $1.00 (1-3) Cooke; David C. How Money is Made Dodd, Mead 1962 (4-6) Film: "Manners in Public" (color, 11 min.) #1563; Ark. Dept. of Education Film Library Slobodkin, Louis; Excuse Me! Certainly! Vanguard, 1959 $2.95 (K-2)	Guidance & Art: -Manners are important to improve our own self-image. Display our manners on field trips. -Pupils find satisfaction in self-improvement. Working together to construct teller's cage. Art in constructing and decorating Language Arts: -Writing letters displaying neatness and good sentence structure in simple sentences. -Developing the ability to speak distinctly. Math: -Recognizing the denominations of coins and currency up to $20.00.

Bank Teller continued:

CONCEPT	ACTIVITIES
Pupils understand the importance and care of money in our own lives and in the world of work.	A suggestion for using the bank corner: Teacher will assist at first - select a dependable student to be the first teller for the week. Allow the teller to select an assistant. Working together, with teacher assisting, allow teller to collect lunch money from other classmates. This money is to be deposited by each pupil and withdrawn as a lunch check. The teller being responsible for purchasing the checks from the cafeteria director. This could be used for learning the value of money, courtesy, honesty, responsibility, dependability, change making, counting money and accuracy. Stress how money is something all people must have to live, and they work in many businesses to earn this living. These people depend on the bank teller to handle their money in a careful manner. Discuss the fact that the class made paper money to use in their bank teller role playing but must realize that no one can "make money" that same way, except for play.

Bank Teller continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Scooten; Let's Go to a Bank Putnam, 1957 (K-2) Shay; What Happens When You Put Mon[illegible] in the Bank? Reilly & Lee (1967) (K-2) Hine; Money Around the World Harcourt, Brace 1963 (K-3) Elkin; The True Book of Money Children's Press 1960	Guidance: -Creating the atmosphere that responsibility and dependability are something we look for in all people and they expect in us. -Honesty is the only way that is right. -We must depend on each other and also be dependable. Language Arts: -Library reading pertaining to the activity. -Read related books. Math: -Making change. Social Studies: -Learning to work and play with others.

HEALTH OCCUPATIONS

The Doctor

By
Mandy Martin

THE DOCTOR

I. JOB DESCRIPTION:

A. Some things the worker does - doctors generally examine, diagnose and treat patients in their own offices and in hospitals, but they also visit patients at home when necessary. They write prescriptions, perform operations.

B. Tools the worker uses - doctor's bag containing instruments and medication, stethoscope, X-ray, microscope and others.

II. WORKING CONDITIONS:

A. Hours - office hours usually 45 hours per week or more; on call 24 hours

B. Benefits - helping mankind, paid well

C. Hazards - being sued for malpractice, exposed to contagious diseases

D. Work can be done by male___ female___ both x

E. Type of building - office, hospital

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

Must have 3 to 4 years of undergraduate college work, must graduate from an approved medical school, serve a hospital internship (total training takes seven or more years). Usually a doctor licensed in one state can secure a license to practice in another state. Good vision, alertness, patience, dexterity and an appreciation of the need for absolute accuracy.

IV. OTHER INFORMATION:

Doctors also treat patients at scenes of accidents. Some doctors combine the practice of medicine with teaching in a medical school or in doing research. About one-third of doctors engage in general private practice, the other two-thirds are specialists in some field.

DOCTOR

CONCEPT	ACTIVITIES
Pupils have a clearer understanding of a medical occupation when acquainted with the vocabulary. Diagnosis Stethoscope Pneumatic Patient Hospital Microscope Prescription Rehabilitate Medication Oral Vaccine	The teacher will write vocabulary terms on the chalkboard and then ask students their concepts of terms; expand definitions by using dictionaries. Diagnosis - deciding the nature of a diseased condition by examination. Stethoscope - a hearing instrument used to examine the heart and lungs by listening to the sounds they make. Pneumatic - containing wind, air and gases Patient - one who is ill and usually under doctor's care. Hospital - an institution where the ill or injured may receive medical, surgical of psychiatric treatment. Microscope - instrument consisting essentially of lens for making small objects look larger so they can be seen and studied. Prescription - a doctor's written direction for the preparation and use of a medicine. Rehabilitate - to restore to a state of physical, mental and moral health through treatment and training. Medication - to apply a medical substance. Oral - taking temperature by mouth. Vaccine - a bacteria introduced into the body to produce immunity to a specific disease by formation of antibodies.
Pupils become aware of the medical field of work.	To help students form concepts of the medical field of work, discuss these questions: How can one become a doctor? What training is necessary? How does the doctor regard his patients? Why must a physician be a strong, healthy person? To answer these questions, use resource books for teacher and students.

Doctor continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionaries: To be used by students to expand their definitions after they have listed their concepts. Occupational Outlook Handbook U. S. Department of Labor Washington, D. C. (Requirements for becoming a doctor can be found in this handbook)	Language Arts: -Using terms correctly in conversation in the classroom -Make sentences using vocabulary words correctly Spelling: -Define the terms, divide into syllables, and arrange alphabetically
Any reference books Occupational Outlook Handbook U. S. Department of Labor Doctor, His Training and Practice (4-6) Engeman; Lothrop, 1964 A picture story following a student through each year of his medical education Doctors and Nurses, What Do They Do? (4-6); Harper-Row, 1963	Reading: -Develop skills of independent reading and researching English: -How to write a research paper to take notes and to find information Guidance: -After doing research, the teacher sits down with the children and discuss the training, purpose and helpfulness of the doctor in the community

Doctor continued:

CONCEPT	ACTIVITIES
Pupils have an opportunity to explore a doctor's work.	Pupils write business letters to one of the resources for more information about medicine. Post a chart of vocabulary words to help students to learn terms and to use in conversation. Let pupils write a story of needing a doctor and what he did for them.
It takes many people working together to perform well the responsibilities of the hospital.	Draw pictures of the hospital tools such as: stethoscope, microscope and show how they are used. Collect pictures from magazines and newspapers to display on the bulletin board. (Pictures of hospitals, doctors, tools used.) Use a model to demonstrate and show the human body and how we look inside. Show the book and teacher read to the children: What's Inside of Me; Limm, Herbert (4-6)
Pupils understand the relationship of doctors to their patients.	Write an invitation to a local doctor (one who is a parent would be preferred) inviting him to visit the classroom and talk to pupils about the medical profession. Children write a play, then dramatize Dramatic Play Borrow from a local doctor or county health office some of the instruments used by doctors. Let pupils perform an operation in the classroom, using a team working together to perform the surgery. Let doctor check a patient's heart, take temperature, blood pressure, then write out a prescription.

Doctor continued:

RESOURCES AND REFERENCES	LINKING CONTENT
True Adventures of Doctors; Truax Little, 1954 (4) Daniel, (4) Story of Albert Schweitzer; Random 1957 Information on premedical education and medicine as a career may be obtained from: Council on Medical Education American Medical Assoc. Assoc. of American Medical Colleges	English and Writing: -Use creative writing to make up stories -Emphasize writing skills in writing stories -Writing business letters -Let children write vocabulary words on the chart remembering writing skills and neatness.
I Want to be a Doctor; Greene (4-6) Children's Press Model of the human body (these can be purchased at any school supply office) What's Inside of Me?; Limm; Morrow (4-6)	Art: -Use creative art in drawings Science and Health: -Study the human anatomy Reading: -Teacher reading to children a story about their bodies
Resource person Films from the State Dept. of Education "Health in Our Community" "Immunization" "Open Heart Operation" A Visit to the Hospital Gosset and Dunlap (4-6) Someday I'll be a Doctor Splaver; Hawthorn Books (4-6)	Language Arts: -Writing notes and invitations correctly using handwriting skills you have already learned Drama: -Play writing by students -Memorization of parts Guidance: -Learning to react before a group -Teacher sit with pupils and discuss the careers of doctors and their importance

Mandy Martin

PHARMACIST

I. JOB DESCRIPTION:

A. Some things the worker does - provide information on using medicine, dispense medicine prescribed by physicians; advise people on the use of medicine that can be obtained without prescription, act as consultant on drug problems, understand the use, composition and effects of drugs and be able to test them for purity and strength.

B. Tools the worker uses - scales, liquid measure, ledger, prescription blanks, cash register, mortar and pestle, bottles, boxes, labels, typewriter.

II. WORKING CONDITIONS:

A. Hours - usually 40 hours weekly; will fill prescriptions in emergencies after hours.

B. Benefits - paid vacations and health insurance paid.

C. Hazards - making mistakes in filling prescriptions, dealing with habitual drug users.

D. Work can be done by male___ female___ both x

E. Type of building - regular drugstore

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

Five years of training above the high school level including two years pre-med, pass a state board examination, one year internship under the supervision of a registered pharmacist (not required in all states), three years in pharmacist school.

IV. OTHER INFORMATION:

Most pharmacists today work in retail stores and about one-half of them own their business. Scholarships for pharmacy training are available from many colleges granting such degrees. Women represent about 8% of all pharmacists.

PHARMACIST

CONCEPT	ACTIVITIES
A pharmacist is a member of a team that serves a community's health needs.	A suggested way to begin this unit on the pharmacist would be for the teacher to read to students two books. These two books tell about the hospital team and the responsibilities of each member.
Children's vocabularies are enriched with a study of these words related to the pharmacist's world. Use new concepts to enrich childrens' vocabulary. Drugs Capsules Solutions Sterile Tablets Purity Prescriptions Ingredients Medicines Mixing Pharmacist	Write the following terms on chalkboard for children to copy, discuss the terms as children understand them. After discussing terms, use dictionaries to find definitions. Drugs - substances used as a medicine Capsules - a small soluble gelatin container for enclosing a dose of medicine Solutions - dispersing one or more substances in another, usually a liquid Tablets - medicine to be taken in pill form Sterile - free from living micro-organisms Purity - cleanness and clearness Prescriptions - a doctor's written direction for the preparation and use of a medicine Ingredients - any of the things that a mixture is made of Medicines - a drug used in treating diseases Mixing - something made up of different parts blended Pharmacist - a person licensed to practice pharmacy, or a druggist
Children learn the duties of the pharmacist.	Let children look up information and discuss the duties of pharmacists. Borrow and collect materials and tools from a local pharmacist to display in the room. Cut pictures from magazines.

Pharmacist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Your Hospital: A Modern Miracle; 1962 (4-6); Cosgrove; Dodd, Mead (This book explains how staff members use especially equipped kitchens, laundries, x-ray rooms, laboratories, operating and recovery rooms, special departments and equipment.) A Visit to the Hospital; Chase 1957 (All hospital workers are presented in this book.)	Language Arts: -Teacher reading aloud to the children. This is a very important time in our classrooms.
Dictionaries	Language Arts: -Making sentences using vocabulary words. Emphasize the different kinds of sentences. -Using the dictionary to learn to spell the vocabulary words, divide into syllables and pick out the meanings that would be used with the pharmacists.
Information booklet on pharmacy as a career. Occupational Outlook Handbook U.S. Dept. of Labor; Bureau of Labor Statistics; Bulletin #1650 pp. 97-98	Health and Safety: -Learning the importance of labels on bottles. Language Arts: -Chapter on writing business letters

Pharmacist continued:

CONCEPT	ACTIVITIES
	Set up a drugstore in one corner of the room with shelves displaying bottles. Let children label bottles (impress upon pupils the importance of labels. Put crossbones on bottles with medicines that possibly might be poison or harmful). Let children dramatize the pharmacist, his work - (play) customers might call in for prescriptions to be filled. Experiments could be used with chemistry sets. Write business letters for more information. For fun, let children estimate number of pills in bottles.
Drugs can be very harmful as well as useful to your body.	This would be a good time to bring in the study of harmful drugs such as marijuana, L.S.D. Collect newspapers and magazine articles and pictures. Display these pictures and articles on the bulletin board. Let children draw pictures to illustrate drugs and drug users. A good caption for your bulletin board might be "I'd rather be a chicken than a hooked goose." Children can do research on drugs and make written reports.

Pharmacist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
What Does a Pharmacist Do? Dodd - 1960 Chemistry sets American Pharmaceutical Association Invite a pharmacist to school to talk to the class about his job, drugs, responsibilities, and benefits of pharmacy. Materials for teacher use: Occupational Informational Materials Projects POP Enterprises, Inc. Math texts	Science: -Let children prepare experiments and demonstrate (using chemicals). Math: -Use the chapter on estimation
Magazines & Newspapers "Marijuana" BFA Color 34 min. Sonny Bono explores and explains in detail the reasons against smoking marijuana. Any reliable reference materials Resource person	Science and Health: -Discuss material and read about harmful drugs or habit-forming drugs Art: -Children illustrating in cartoon or otherwise use of drugs Writing: -Use handwriting skills in making reports on drugs Counseling: -The counselor can talk with the children about the drug picture in our country and your area

Registered
Nurse

Mandy Martin

REGISTERED NURSE

I. JOB DESCRIPTION:

Registered nurses, in carrying out the medical treatment plan prescribed by physicians, administer medications and treatments, observe, evaluate and record symptoms, reactions and progress of patients, assist in the education and rehabilitation of patients, help maintain a physical and emotional environment that promotes patient recovery.

Tools the worker uses - thermometer, stethoscope, instruments for checking blood pressure

II. WORKING CONDITIONS:

A. Hours - eight hours (more in some cases)

B. Benefits - two weeks paid vacation and most hospital nurses get retirement benefits.

C. Hazards - possible exposure to contagious or infectious diseases.

D. Work can be done by male___ female___ both x

E. Type of building - hospital, home, etc.

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

Must have license, must have graduated from a state board approved school of nursing and must pass the state board examination. Training includes up to four years of study in a college or university. Curriculum includes anatomy, physiology, microbiology, nutrition, psychology, basic nurses courses. A successful nurse must be a dependable and faithful worker.

IV. OTHER INFORMATION:

Annual starting salaries about $6,400. About 1% of all registered nurses are men.

REGISTERED NURSE

CONCEPT	ACTIVITIES
Learning the vocabulary used by the nurse increases understanding and appreciation of the profession. Apparatus Diagnosis Germ Instrument Patient Therapy Stethoscope Temperature Disinfect Epidemic Oxygen	Have children write the vocabulary words in a notebook which is kept by the pupils for this purpose. Apparatus - instruments or tools needed for a specific job. Diagnosis - the act or process of deciding the nature of a diseased condition by examination. Germ - any microscopic organism, one of bacteria that can cause disease. Instrument - tools used for delicate work. Patient - one who is ill, in pain, receiving treatment under the doctor's care. Therapy - giving aid or serving to cure or heal. Stethoscope - a hearing instrument used in examining heart and lungs by listening to sounds they make. Temperature - the degree of hotness and coldness of anything, usually as measured on a thermometer. Disinfect - to destroy or make inactive the harmful bacteria and viruses. Epidemic - a disease that spreads rapidly among people in a community. Oxygen - a colorless, odorless, tasteless gaseous chemical element which is essential to life.
The study of nursing is made more interesting after learning something of its history and the women who were pioneers in nursing.	Have pupils do research for the history of nursing. Students will be interested in knowing that nursing has been practiced for thousands of years. Pupils look up information on English women like Florence Nightingale. After finding this information, then discuss in class answering the question in the concepts. Students write a play using Florence Nightingale as one character then dramatize one or two others that the children choose.

Registered Nurse continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionaries used by pupils to check definitions of vocabulary words. Occupational Outlook Handbook Requirements for training and becoming a nurse will be found in this handbook and can be acquired from the Department of Labor. Reference books for teachers: Communications for Nurses C.V. Mosby Company Simplified Drugs and Solutions for Nurses C.V. Mosby Company Orthopedic Nursing C.V. Mosby Company Health Technicians J.G. Ferguson Publishing Co. Chicago, Ill.	Language Arts: -Writing vocabulary words, making sentences with words -List words in alphabetical order
Use any reference materials available in your school library. Book: Clara Barton: Soldier of Mercy Rose; Gerrard, 1960 (4-6) Encyclopedias or any reference materials Occupational Outlook Handbook U. S. Department of Labor	Reading: -Encourage individualized reading by using books and reference material acquired in the library. Let each child choose their own materials to read. Language Arts: -Use creative writing in making up plays. -Emphasize handwriting skills.

Registered Nurse continued:

CONCEPT	ACTIVITIES
Good nurses are recognized by their desirable personality and character traits.	Make a list on the chalkboard of characteristics needed in nursing; let pupils make suggestions and discuss the ideas. List such things as: Is the person tolerant? Is the person generous? Is the person discreet? Nurses must be reliable persons because the lives of patients depend on a nurse's reliability and faithfulness. Nurses must grow in ability to understand individuals who are unique and different from other individuals. Should a nurse be in good health physically, mentally, and emotionally? Have a student look up the words physical, emotional, and mental. Discuss the meanings of these terms in relationship to why a nurse should possess these qualities.
After study, pupils decide that nursing is an important profession.	Learn the importance of the nursing profession by the teacher showing a film and reading a book aloud to pupils. Write invitations to a resource person in your community asking them to visit your classroom and talk to the students about the nursing profession.
Cleanliness is necessary for nurses to practice as an example for their patients in helping to prevent disease.	Have a clean-up period in the classroom then have pupils wash their hands Emphasize cleanliness at the hospital, home, and school.

Registered Nurse continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Books: Student Nurse (4-6); Engemour Lothrop (1966) $4.95 Doctors and Nurses: What Do They Do? (4-6); Greene Dictionaries for pupils to use in looking up new terms.	Reading: -Have a free reading period for pupils to read the library books suggested under resources plus books in the school library. Language Arts and Guidance: -Increase the children's ability to participate in group discussion by the teacher sitting down with children and discussing what they already know about their profession and how people are different in personalities and physically. The uniqueness of individuals is interesting.
Film: "Registered Professional Nurses" Encyclopedia Britannica #81220 Books: Blue's Broken Heart (2-3) Fairbanks Merrill; McGraw-Hill Second Year Nurse; McCullough Westminister Hilda Baker, School Nurse; Deming Resource Person: Use a parent if there is a parent nurse.	Reading: -Teacher should read to pupils sometime each day for listening skills and enjoyment. English: -Writing invitations -Teaching students the correct procedure for letter writing.
Health textbooks Books: Come to Work With Us in a Hospital; Published by Sextant System, Inc. My Mother is a Public Health Nurse McClintock Producers	Health: -Use a chapter on cleanliness

Registered Nurse continued:

CONCEPT	ACTIVITIES
There will always be a demand for nurses.	Show need for this type of work by using two or three books listed in the resource column illustrating people who have been concerned in this area in the past and will be in the future.
Pupils express themselves creatively when given time.	For fun, allow pupils to write vocational poems; give an illustration such as: I take the patients' temperature Put bandages on straight I help to feed and rub and clean I'm licensed by the State

Registered Nurse continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Story of Albert Schweitzer Random 1957 Daniel, (5) Clara Barton, Red Cross Pioneer Graham; Abingdon, 1956 (5) Florence Nightingale Hume; Random 1960 (4)	Library: -Let students find references related to personalities of nursing, past and present.
English texts	English: -Use the chapter on poetry and creative writing -Use the poems the children write as choral readings

NURSES AIDE

I. JOB DESCRIPTION:

A. Some things the worker does - shares, to some extent, in the actual care of patients, answer patients' calls, helps with meals and bathing, adjusts the bed, straightens the room for the night.

B. Tools the worker uses - tray, bedpan

II. WORKING CONDITIONS:

A. Hours - eight-hour shift

B. Benefits - hospitalization, retirement, insurance, sick leave, paid vacation time, percentage off drugs

C. Hazards - exposed to disease

D. Work can be done by male___ female___ both x

E. Type of building - hospital

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

Applicants must be U.S. citizens or in the process of being naturalized. Hospitals provide on-the-job training including classroom discussion, demonstration, and practice taught by a professional nurse.

IV. OTHER INFORMATION:

A nurse's aide must be patient and kind for a sick person may sometimes be cross. Can be strenuous work mentally and physically.

NURSE'S AIDE

CONCEPT	ACTIVITIES
There is a demand for health careers with opportunities for work.	Teacher might want to begin unit by explaining to the class that health careers are on the increase, more people live longer and there are more people than ever before. Most people are becoming aware of the importance of good health. Therefore, there will be more health jobs open than ever before.
Learning the vocabulary used by the nurse's aide increases understanding and appreciation of the profession. Patients Attendant Cleanliness Hygiene Thermometer Contagious	A good way to keep a vocabulary list throughout the year would be for pupils to keep a notebook with new words and their meanings. Look for these words in context: Patients - person receiving care or treatment Attendant - one who attends another to render a service Cleanliness - state of being clean Hygiene - system of principles for preservation of health and prevention Thermometer - an instrument for measuring temperature Contagious - spread diseases by contact Write stories using vocabulary words in context
Pupils become acquainted with the work of a nurse's aide.	Discuss the characteristics of a person working with those who are ill. Intelligent Have common sense Integrity Sense of responsibility Degree of self-discipline Tact and humor A healthy outlook on life Good physical health is essential Like people well enough to take care of all kinds of people: all ages, and in all stages of illness or injury

Nurse's Aide continued:

RESOURCES AND REFERENCES	LINKING CONTENT
For teacher's use: Encyclopedia Britannica; 1968 Edition Johnny Goes to the Hospital; Abbott Houghton, 1963 About Miss Sue the Nurse; Melmont 1961 (4-6)	Guidance: -Counseling with children on the needs of health services.
Picture-type brochure: A Future for Kay and Kevin Michigan Health Council East Lansing, Mich. 19600 Clara Barton Red Cross Pioneer Graham, Abingdon, 1956 Dictionaries Let's Go to a Hospital Putnam, 1956 (4-6) Melmont, 1957	Language Arts: -Spelling; word usage -Creative writing practice -Using writing skills
English texts A Visit to the Hospital; Chase, 1957 (4-6) "Practical Nurse" Encyclopedia Britannica #81218 Individual reading: Clara Barton, Soldier of Mercy; Garrard, 1960 (4-6) Hospital Zone; Stolz; Harper, 1956 Manners Made Easy (4-6) Neugarten; Science Research Assoc. Do's and Don'ts in Good Manners	English: -Emphasize that English is the basic tool of communication in all vocations -Study the chapter on adjectives and adverbs in order to write a descriptive paragraph Oral Language: -In dramatizing stress speech, grammar, voice control Reading: -Using library books

Nurse's Aide continued:

CONCEPT	ACTIVITIES
As we become better informed about health, we want more health services to assist us in getting well and staying well. Certain traits of personal appearance and manners are important in the world of work.	Discuss the job of the nurse's aide at the hospital. Write a descriptive paragraph on the nurse's aide using many adjectives. Make a list, adjectives and adverbs, children naming them, and write on chart or chalkboard. Dramatize the nurse's aid taking orders, suggestions from the other personnel, waiting on patients who are ill and cross. Stress the following qualities: Cheerfulness Honesty Perserverence Imagination Respect for others Have students read and answer questions on such areas as: Courtesy Etiquette Minding our manners How do I look? Personal appearance Grooming Cleanliness Pupils write one good health habit each day in notebook - use as slogan. Students make nurse's caps using butcher paper - use correct stripe for an aide. Make thermometers Practice reading thermometers.

Nurse's Aide continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Sky Nurse; Dodd 1953 Hilda Baker; Deming; Dodd 1955	Health: -Growing physically, mentally and socially -Use chapter on "growing up" -Good manners -Courtesies -Etiquette Science: -Use chapter on weather -Learn the difference in farenheit-centigrade

DIETICIAN

I. JOB DESCRIPTION:

A. Some things the worker does - plans general and modified menus that meet nutritional requirements for health or medical treatment, supervises the personnel who prepare and serve the meals, manages and purchases accounts, sometimes orders food from food dealers, examines raw food for quality condition.

B. Tools the worker uses - apparatus for weighing and measuring, menu charts, report and record blanks.

II. WORKING CONDITIONS:

A. Hours - 40 hours per week

B. Benefits - be of service to other people

C. Hazards - illness, tensions and emergencies

D. Work can be done by male___ female___ both x

E. Type of building - small private office of larger room shared by other near hospital kitchen

F. With people or alone - usually with people

III. TRAINING AND OTHER QUALIFICATIONS:

A bachelor's degree with a major in foods and nutrition or institution management, internship programs from 12 to 18 months or three years or pre-planned experience, a self-confident, friendly, tactful, patient, firm and compassionate person.

IV. OTHER INFORMATION:

Administrative dietitions form the largest group in this occupation. The others are therapeutic dietitions, teachers, or research workers. The demand for qualified dietition applicants exceeds supply. New openings and creation of new fields provide a steady demand now and should continue to do so in the future.

DIETITIAN

CONCEPT	ACTIVITIES
A pupil's vocabulary is enriched in learning terms used by the dietitian. Disinfect Equipment Menu Nutrition Sterilize Sanitation Manners Vitamins Diet Communicable	Discuss the terms after writing them on the chalkboard, in the concepts of the pupils. Write their concepts on chalkboard then have children look up definitions in the dictionary and compare the meanings. As a follow-up of dictionary work, write a story using vocabulary words. Disinfect - to destroy or make inactive Equipment - furnishings for an outfit Menu - a detailed list of the foods served at a meal Nutrition - nourishing foods Sterilize - to free from germs Sanitation - to promote clean, healthy conditions Manners - polite ways of social behavior Vitamins - organic substances found in foods and essential to good health Diet - special limited foods or drinks chosen or prescribed for health; to eat a special selection of foods Communicable - a disease that can be transmitted from person to person
It is necessary for dietitians to maintain good health.	To learn about the dietitian's world of work, ask these questions: Why would a dietitian need to be in good health? A dietitian needs to be in good health because their work consists of working with foods that others will consume. Why are dietitians important in hospitals? Why may it be dangerous for people to go on a crash diet? What does planning a nutritional menu mean?

Dietitian continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionary: Students using dictionaries for definitions and pronunciations of vocabulary words. Occupational Outlook Handbook 1970-1971 edition U.S. Department of Labor (Use this reference for information on job description)	Language Arts: -Spelling: add vocabulary list to a booklet kept by each child to enrich word usage -Learn how to pronounce and spell the new terms -Booklet could be a group project -Write a story using the vocabulary words; creative writing Writing: -Review handwriting skills before doing the creative writing. Practice these skills on any written materials. Art: -Make posters showing a balanced meal -Make poster showing the proper way to set a table
Films: 16mm "Nutritional Needs of Our Bodies" "Eat Well, Grow Well" Coronet Instructional Films Other suggested films are: 1291 "Eat for Health" 1094 "Foods that Build Good Health" 685 "Bread" 5393 "Story of Rice" 5440 "Story of Sugar" 963 "Wheat, the Staff of Life" Films from Arkansas State Department	Health or Science: -Read chapters pertaining to a healthy body -Use chapters on nutrition, vitamins, and manners -Any one of these films listed can be correlated with many health lessons on nutrition and vitamins Art: -Making neat and attractive posters

Dietitian continued:

CONCEPT	ACTIVITIES
Dietitians plan nutritional and appetizing meals to help people maintain and recover good health.	The dietitian plans a variety of foods for each meal that includes the right amount of vitamins for nutritional requirements. Bring to class old menus from a hospital, restaurant, or any available place and have pupils plan menus for a regular diet. Show films that correlate with nutrition Make a bulletin board showing a well-balanced meal. Group discussion about "balanced diets", "why children should eat their lunch."
Pupils learn more about nutrition by participating in research and planned activities.	Make models of fruits and vegetables from clay or papier mache. Prepare a "taste box" using common foods such as apple, banana, onion, salt, sugar, etc., (let children taste these foods with closed eyes and guess what food it is). Pop popcorn to hear, taste, see, smell and feel Let students do research on spices Children bring favorite recipes and experiment with some of the simple ones at home or school. Discuss the value of good table manners - make a list of Do's and Don'ts Put these into practice in the lunchroom (good manners) Have pupils keep a record of all the foods they have eaten during a week; copy names of foods from pictures; play restaurant.

Dietitian continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Invite a dietitian to speak to the class as a resource person. Small committee visit the school dietitian to discuss meal planning. A group visit a hospital dietitian.	Health: -Using chapters on health of the body and discussion of these materials enables the children to understand the need to be watchful of foods they eat.
Social Studies texts Pupils may use any reference materials available to find information on spices.	Art: -Creative work with clay modeling or making papier mache models Social Studies: (5th grade level) -Bring in explorers looking for West Indies -Importance of spices to people of this time - South and Central America - spices found and used in this area. Science: -Teaching the five senses English: -Use the chapter on good manners

BUSINESS AND OFFICE OCCUPATIONS

159/160

Tools of a Secretary

Mandy Martin

SECRETARY AND/OR STENOGRAPHER

I. JOB DESCRIPTION:

A. Somethings the worker does: take dictation in shorthand and transcribe notes on typewriter or dictate them on sound-producing records; operate various office machines; relieve employers of many routine duties; handle a variety of business details on own initiative. Depending on experience, a secretary may schedule appointments, handle business and confidential correspondence, handle personal and social matters for employers, and sometimes supervise other clerical personnel.

B. Tools the worker uses: typewriter, shorthand book, legal pad, various duplicating machines, postage meter, check writer, dictaphone, telephone.

II. WORKING CONDITIONS:

A. Hours - Usually 40 hours weekly

B. Benefits - May get time-and-a-half for overtime; retirement benefits; paid vacation; most legal holidays; inside work.

C. Hazards - Sometimes works under stress when deadline is to be met.

D. Work can be done by male___ female___ both x__

E. Type of building - Varies. Usually in air conditioned office.

F. With people or alone - Either or both

III. TRAINING AND OTHER QUALIFICATIONS

1. Must have high school education
2. Advanced technical training is desired
3. Be able to type and take shorthand
4. Be able to arrange appointments and other business details
5. Handle routine and administrative details
6. Should know English composition
7. Be accurate, fast, and efficient
8. Must like people
9. Have a pleasant voice
10. Be tactful and diplomatic

IV. DUTIES:

The secretary's duties vary, depending upon the nature of the employer's activities and upon the secretary's own experience. Approximately, the salary is from $250 to $600 a month.

SECRETARY AND/OR STENOGRAPHER

CONCEPT	ACTIVITIES
Pupils' curiosity may be aroused by introducing new vocabulary. Dictation Shorthand Clerical Work Correspondence Confidential Records Transcribe Legal Pad of Paper Typewriter	The teacher should outline the terms on the board and have pupils arrange them in alphabetical order. Have the pupils research and discuss the terms aloud. Have pupils make up sentences and recite them aloud. Dictation - the act of speaking or reading aloud for someone else to write down; may be taken orally or taped Shorthand - any system of speed writing using symbols that can be made quickly to represent letters, words, or phrases Clerical Work - relating to office work, such as keeping records, filing papers, copying, typing Correspondence - communication by exchange of letters; letter writing Confidential Records - private or secret papers Transcribe - to make a written or typewritten copy of shorthand notes Legal Pad of Paper - paper in spiral notebook form used by stenographer for taking dictation Typewriter - a writing machine with a keyboard for reproducing letters and figures Invite a secretary to come to the class to explain the terms in a meaningful way.
Resource people and research provide the pupil with much information.	Select groups of pupils who are interested to research various books and films to secure information concerning these questions. Why is it necessary to have secretaries? What type of general work does the secretary do? What type of education is needed? What other qualifications are required? What are the possibilities for advancement?

Secretary and/or Stenographer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Students use dictionaries Books to help the terms be more meaningful: The Successful Secretary (4-6) Gilmore Dartnell Press Jobs in Clerical Work Science Research Associates Secretary as a resource person	Spelling: -Defining the terms so that the students will understand them -Arrange words in alphabetic order (Let students do this) -Incorporate words in spelling lesson Reading: -Reading books and using the dictionary to secure data about the meanings of the terms English: -Learning skills necessary for dictionary usage Language Arts: -The students learning to be attentive and good listeners
"SRA Occupational Brief" No. 19 Science Research Associates Encyclopedia of Careers and Vocational Guidance Vol. II Careers and Occupations Use information taken from interviews and tapes about secretaries Book: Your Future as a Secretary (4-6) Nayes; Rosen	Reading: -Reading various materials and doing research on the questions Guidance: -Working in groups -Practice in decision making Social Studies: -Students working together on projects

Secretary and/or Stenographer continued:

CONCEPT	ACTIVITIES
	Are employment opportunities plentiful? What are the working conditions?
The secretary contributes to her community.	Select a committee of students to write a letter to a local employer requesting permission for a secretary to come to speak to the class about her tasks, training, and responsibilities. If she is a friend or relative of student, allow the student to introduce the secretary to the class. The visitor could also explain the terms and materials common to a secretary.
Pupils become aware of the need for good public relations and a pleasant personality.	Discuss aloud in a group discussion the students' ideas of "personality." Why does a secretary need to be pleasant? Go into detail about the term personality. Let students discuss their ideas, and then show films and film loops depicting personality traits. Bring to school a typewriter for pupils to use. Have students transcribe their notes by using the typewriter. This experience helps the students to realize the need for a secretary to be alert, efficient, accurate, and neat. Discuss all of the duties of a secretary and emphasize the aspects of neatness.

Secretary and/or Stenographer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Films: (for office work) "Communicating With The Public" No. 3015 Encyclopedia Britannica "Acts of Courtesy" State Department of Education Audio-Visual Service Arch Ford Education Building Little Rock, Arkansas Write letters to: United Business Schools Association	Language Arts: -Viewing films to gain more information about working with other people Writing: -The use of neat and legible writing in letters
Film: "Letter Writing for Beginners" No. 1479 State Department of Education Audio-Visual Service Local businesses that employ secretaries	English: -Use the chapter on letter writing -Use the chapter on how to make introductions of people
Film Loops: "Let's Talk About Flying Off the Handle"; UL 5781 "Let's Talk About Procrastination" UL 5778 Universal Education & Visual Arts "Working Together" Encyclopedia Britannica Book: Adventures of a Letter Schloat Scribner (4-6) Tools a secretary uses in her work: legal pad, typewriter, paper, pen, eraser, files, dictaphone, telephone.	Guidance: -Developing awareness in students for the need of a pleasing personality -Building awareness and acceptance of working individuals -Helping students to be aware of their strengths and weaknesses Language Arts: -Students talking and listening to each other

Secretary and/or Stenographer continued

CONCEPT	ACTIVITIES
	After the discussion of a secretary's duties, let students pair off: one child to give dictation and one to take notes. You could also let students file; other students place papers in folders.
Many activities require self-involvement.	Take a few interested students on a field trip through a local business office so the students can observe the office machines and office personnel at work. Permit students to tape interviews. Then the students could go back to class and report their findings.
Pupils become aware of the need of working together in good rapport. A sense of satisfaction is reached when a pupil uses his own ability to create.	This activity would involve group involvement. Students could also write themes. Select a bulletin board committee: one group to do free-hand artwork of their concepts of a secretary; one group to gather data about a secretary's tasks; one group to design the board and lettering. Perhaps the students would like to design a scrapbook showing types of secretaries at work. The students could make cartoons to illustrate the tasks of a secretary. Discuss the techniques of shorthand aloud. Then have each student devise a code using symbols that he has made up. Next, have each student write a sentence on the board using only his symbols. Then let the class try to translate the code into a meaningful sentence. Have several teams try to guess the correct answer.

Secretary and/or Stenographer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Local business offices that employ secretaries Pupils' notes and observations	
Pupils' original symbols Math book Use illustrated drawings and pictures of the job families. Pupils' ideas for the display of their own creative bulletin board Pupils' individual artwork showing imagination and creativity	Language Arts: -Writing from observation Art: -Preparation of a bulletin board -Pupils drawing cartoons freehand using their imagination Guidance: -Building a pupil's self-confidence by working in a group and feeling a sense of accomplishment Math: -Use the chapter on symbols and their meanings. Use the chapter as a basis only using symbols for letters or words rather than numbers.

RECEPTIONIST

I. JOB DESCRIPTION

A. Some things the worker does: operate switchboard; greets visitors; take messages accurately; give information; sometimes supervise mail; use card index file.

B. Tools the worker uses: telephone, telephone directory, card index file; perhaps typewriter.

II. WORKING CONDITIONS

A. Hours - Usually 40 hours weekly.

B. Benefits - Comes into contact with many interesting people. Have hospitalization insurance; paid vacations, profit-sharing plans; life insurance; retirement pension; sick leave.

C. Hazards - Some people are difficult to get along with. Some receptionists are given too many clerical tasks along with their other duties.

D. Work can be done by male___ female ___ both_x_

E. Type of building - Usually pleasant, air conditioned building.

F. With people or alone - Work with many people.

III. TRAINING AND OTHER QUALIFICATIONS

1. High school education. Business training beyond high school is highly desirable.
2. Short training period
3. Good public relations
4. Attractive and neat
5. Pleasant speaking voice

IV. OTHER INFORMATION:

Must be able to love and understand people.

Some receptionists must ask client to wait a short time. If wait is lengthy, she assures client they have not been forgotten.

Salaries range from $275 to $400 monthly. There are steady opportunities for receptionists in all kinds of organizations.

RECEPTIONIST

CONCEPT	ACTIVITIES
Pupils develop self-expression and an awareness of their dependence upon communicating with others.	As an introduction to reviewing the occupation of the receptionist, the students view the film "Communicating with the Public." Students could discuss the many ways they have to communicate with others each day at school and at home.
Pupils develop an awareness of a few vocabulary terms associated with a receptionist: Communicate Information Punctuality Receptionist	Students look up and write definitions of terms. Orally they give illustrations of how the terms could be used in different situations. The terms defined are: Communicate - to make known or to give and receive information accurately Information - receiving or giving knowledge Punctuality - being on time Receptionist - one employed in an office to receive callers and make appointments
In learning the job facts concerning the work of a receptionist, these questions may be discussed: What does a receptionist do? Where are receptionists employed? What training and other qualifications should a receptionist have? What are the working conditions.	Students view the film "Working Together" before researching answers to their questions. To aid in answering the questions, use the resources and references in the next column, such as interviews made by pupils with receptionists on the job. (Perhaps the pupils' parents place of business.)

Receptionist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Film: "Communicating with the Public." Encyclopedia Britannica Educational Corp.	Guidance: -Group discussion on communicating with others
Dictionary Pupils' ideas and illustrations	Language Arts: -Using a dictionary -Oral sentence structure in context
Film: "Working Together" Encyclopedia Britannica Educational Corp. Book: Occupational Outlook Handbook (1970-71) Department of Labor Pamphlet: Clerical Occupation for Women, Today and Tomorrow Bulletin No. 289 Superintendent of Documents; Price 35¢ A Receptionist Parents' place of business (if a receptionist is employed).	Visual Aids: -Correct way to view films and filmstrips -How to operate a projector Library: -Teaching students correct use of the library Language Arts: -Interview techniques -Being a good listener -Giving directions -Discussions about the difference between how effective a man versus a woman as a receptionist

Receptionist continued:

CONCEPT	ACTIVITIES
Good personal relations are especially needed in the job of being a receptionist.	Pupils review booklet "How to Get a Job and Keep It" and view film, "Patterns of Behavior". After discussion of these resources, students could write scripts for role-playing attitude, manners, temperaments, gruff voice, poor personal appearance and their effects on an entire staff. An example of a skit could be: The receptionist doesn't feel good this particular day, and a very annoying salesman comes in and wants to see all heads of offices. The receptionist is very uncooperative because she feels as though her employers wouldn't want to see the salesman. The receptionist tries every way she can think of, in no kind way, to get rid of him. During this conversation, one of the receptionist's employers walks out and sees the salesman. The employer is so glad to see the salesman because all the offices had been waiting for this particular salesman for a certain needed article (the point to put across is the fact that better communication between the receptionist, salesman, and employer could have avoided a very unpleasant situation).

Receptionist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Office Occupation Unit Division of Vocational and Technical Education Bureau of Adult Vocational and Library Programs U. S. Office of Education State Supervisory of Office Occupations Education State Department of Education	Math: -Discussing nature of business courses -Keeping a record or ledger using long columns of numbers Health: -Small group discussions on manners, good grooming, and using the voice effectively and pleasantly Activity Period: -Rearranging the classroom furniture
Booklet: How to Get a Job and Keep It Goble; Steck-Vaughn Co. Filmstrip: Patterns of Behavior Eyegate House Manners Make a Difference (set of 9) Eyegate House, Inc. Book: You and Your Job Blackledge, Walter; Kirly (1967) South-Western Publishing Co. Guide to Good Manners; Berry Science Research Assoc. Manners Made Easy; Berry (1966) McGraw-Hill Book Co. Manners for Minors; Loeb (1966) Association Press (ESLC) Students' original writings and role-playing techniques School furniture arranged in form of an office	Guidance: -Learning to work together effectively -Acceptance of individual differences Language Arts: -Writing scripts and doing role-playing -Techniques of creativity Health: -Discussing "What does it mean to think positively?" -Using good manners at all times

Receptionist continued:

CONCEPT	ACTIVITIES
	Pupils should also role-play skits they write showing positive personal relations, then discuss and compare the two types of relationships to understand how much easier real life situations would be if positive approaches are used instead of negative ones.
Pupils are aware of our interdependence upon one another in the world of work.	Pupils make a list of things they do each day for one week that doesn't require the aid of someone else. They also make a list of things they do that requires the aid of someone else. Then compare and discuss the difference between the two lists. Let the students decide how much independence they could live with successfully.

Receptionist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
School Counselor Pamphlets: All About You Charting Your Job Future Discovering Your Real Interests How to Get a Job What Employers Want Science Research Assoc.	Social Studies: -Comparing the United States to the rest of the world in relationship to dependency and independence -Discussing world trade and communications

CASHIER

I. JOB DESCRIPTION:

A. Some things the worker does - take orders, answer phone, write orders, pack food, occasionally fill orders, use cash register, count money, make deposit slips if necessary, gives receipts.

B. Tools the worker uses - order blanks, telephone, uniform, cash register, boxes and sack for packaging food, deposit slips, short order foods.

II. WORKING CONDITIONS:

A. Hours - 20 to 40 hours weekly depending on whether fulltime or parttime

B. Benefits - paid extra to work holidays, work while in school, may work at 16 years old

C. Hazards - on feet, must never show anger to a customer, must pay for shortage in cash register. It is at the cashier's desk that robberies most often take place.

D. Work can be done by male____ female ____ both _x_

E. Type of building - clean, neat, well-lighted, heated and cooled

F. With people or alone - work with many people

III. TRAINING AND OTHER QUALIFICATIONS:

Be clean and neat; have good personality; wear uniform, work 1 week observing, supervised 1 week; be 16 years old, have social security card and health certificate; take simple math test; control temper, be polite and friendly; know how to clean serving section of short order business.

IV. OTHER INFORMATION:

May write checks, prepare paychecks for other employees, prepare sales tax reports or do other related work.

Four out of every five cashiers are women. Jobs are greatest in cities and large suburban shopping centers but small towns also offer opportunities.

Large firms often sponsor bowling teams.

CASHIER

CONCEPT	ACTIVITIES
Pupils learn the functions of a cashier by becoming familiar with her job vocabulary. Cash Register - an automatic machine that keeps a record of money taken in Order - written record of amounts of money to be put into a bank Pack - to place food in a box or paper bag Deposit Slip - a written record of amounts of money to be put into a bank Observe - to watch someone, like a cashier, at work Health Certificate - a statement written by a doctor saying a person has no communicable disease The cashier must be a good listener just as all of us should have good listening habits.	The children may begin to identify the functions of a cashier by discussing their ideas of what "cash" is. The meaning of the following words will enrich the picture of a cashier. Begin the discussion by saying a teacher is one who teacher; a baker is one who bakes, etc. Then note that cash comes from "casse" which means money box. A cashier is the person who has charge of the money box. This discussion could lead to the meaning of cash register. Have a cashier visit class. Keep record and discuss what the cashier tells. Observe uniform to make copies. Make uniforms for short order cashier to fit students (hat and apron).
The job of being a cashier may be a part-time job so that one may be a cashier and continue in school.	Take interested pupils to a short order shop to observe the young cashiers at work. Buy chicken or sandwiches for class picnic lunch. Make a list of food served in short order shop. Make a hat and apron for each student to wear to class picnic
Pupils note that good behavior cleanliness, dependability, courtesy, cheerfullness, and consideration for others help to get and keep any job, but are quite essential for a cashier.	Make a short order shop in the corner of classroom from boxes, cardboard, construction paper and tempera paints. Students dress in uniforms they made. Dramatize buying food for class picnic. Role playing of cashier and customers for displaying proper manners. Make signs, posters and decorations for short order business.

Cashier continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Use health books and encyclopedias to find added information and vocabulary. Dictionary used by pupils, with teacher assistance, for defining vocabulary. True Book of Communication Miner and Sevrey Children's Press (1-3) 1960	Language Arts: -Listening for information the cashier shares with group -Group discussion of information and vocabulary terms -Listening for information Writing: -Taking notes on information -Teacher and pupils develop sentences and experience chart of information using vocabulary Art: -Make uniforms for short order cashier
Field trip to a local fried chicken or short order business for observation. Ask for extra empty boxes to use in classroom display. Ask for menus for reading practice.	Language Arts: -Record keeping and note taking for use in group discussion about young cashier enjoying work, yet attending school, too.
Math book	Role playing of cashier and customers in classroom short order shop showing friendliness. Math: -Role playing making an order for different foods and fiture the cost. (Teaching addition)

Cashier continued:

CONCEPT	ACTIVITIES
	Make paper money or use play money for making change. Practice taking orders over the telephone, making out tickets, packing the box, and collecting for the bill. Make or decorate boxes to eat from. Make menu cards or posters. Draw original cartoons and other pictures about a short order business. Example: Cartoon of chicken, hamburger, hot dog, malt and other foods running for their lives from hungry children. Interested students write or dictate to teacher to be copied, creative rhymes and stories about short orders and short order foods. Some of these could be humorous. Make a booklet from drawings, rhymes, stories and reports for school class library. Dramatizations of the correct behavior of a cashier and of poor behavior displaying rudeness and unhappiness. Interested students plan and prepare an original ABC booklet on cleanliness, honesty, dependability and all other characteristics that a short order cashier should have. Example: "A" is for always. Always be kind "B" is behaving to have a good time "C" is for clean as you always should be "D" is for dependable as you possibly can be "E" is for eating the way that is right "F" is for food that's good day and night "G" is for good - good manners you see "H" is for happy you always could be "I" is for interesting that work is, you'll find

Cashier continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Thank You - You're Welcome Slobadkin (K-2) Health book will explain healthful foods and eating habits. For students reading: Health Can Be Fun (K-3) Leaf Lippincott, 1961 Filmstrips and cassettes (Primary) $20.00 a set "Who Do You Think You are" No. 106227 "You Got Mad: Are You Glad?" No. 340917 "What Do You Expect of Others?" No. 320893 Guidance Associates What Will I Be from A to Z L. Gelb National Dairy Council 1661 (Free upon request) My Golden Book of Manners (1-3) Parish Penny's Worth of Character Stewart McGraw, 1954, $3.25 Chart Play money	Art: -Make sign posters and decorations for short order business -Decorate bulletin board with creative drawings and cartoons -Bulletin board may be of "Foods to Keep you Healthy"; "Quick Lunch"; "Price of Foods", etc. -Making paper money -Decorating and making backs for "ABC" booklet Language Arts: -Dramatizing cashier and customers selling and buying food for displaying proper manners for each -Writing creative stories and rhymes -Read sample menus composed by students. Write orders checking for accuracy and legibility -Checking to see that work is finished on time and is neat Health: -Study foods that are mentioned and will keep us healthy -Reading for pleasure and information Math: -Learn value of coins and currency Creative Writing: -Rhymes for "ABC" booklet

TELEPHONE OPERATOR

I. JOB DESCRIPTION:

A. Some things the worker does - help complete calls, record details of each call for billing purposes, locate particular individuals, provide information about cost of a call, call police in emergency, assist blind persons who cannot dial for themselves.

B. Tools the worker uses - switchboard, keyboard, headsets.

II. WORKING CONDITIONS:

A. Hours - 40 hours per week. Where 24-hour basis is maintained, they work on holidays and weekends.

B. Benefits - insurance, pensions paid holidays and vacations, belong to a telephone union.

C. Hazards - in time of disaster, remain on job overtime.

D. Work can be done by male___ female___ both x

E. Type of building - attractive, well-lighted surroundings

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

At least high school education and must be 18 years old or older. One to three weeks training on the job, then continued training when needed.

Operators must be tactful and courteous, pass a physical examination and general intelligence test, need a high degree of eye-hand coordination and normal eyesight and hearning.

IV. OTHER INFORMATION:

There are several types of operators: central office, long distance, P.B.X., and information operators. On the average, experienced operators earn $2.47 an hour.

TELEPHONE OPERATOR

CONCEPT	ACTIVITIES
Pupils learn the vocabulary words relating to the telephone operator by studying them in context. Vocabulary: Codes Extension Toll Courtesy Long Distance Emergency Cables Switchboard Communication Direct Dialing Area Code	Make note of these words as we locate them in reading or hear them used in the films. Introduce as needed: Codes - a set of signals used to send messages Extension - an extended telephone line Toll - tax or charge for a privilege Courtesy - being polite and courteous to others Long Distance - calling a person outside your city Emergency - a sudden, unexpected occurence demanding immediate action Cables - messages sent by wires through which an electrical current can be passed Switchboard - a board or panel equipped with apparatus for controlling the operation of a system of electrical currents Communication - giving and receiving messages Direct Dialing - a means by which an individual can dial long distances without having the operator dial for him.
An interest in communication may be motivated by talking with pupils.	Children discuss the following questions: What is communication? How do people communicate? Where and how did communication begin? Talk about Helen Keller and show a Braille Book Committee reports Look up information on the history of communication and make reports to the class. Look up communication in the dictionary and discuss its meaning. List different ways of communicating and why we do it.

Telephone Operator continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Films: "Here is Tomorrow" (28 min. color) "Bell Telephone Story of Alexander Graham Bell" "Operator" (14 min.-Bell Telephone) You might show these films to familiarize the pupils with the telephone, the history of the telephone, and the operator's duties and importance. Occupational Outlook Handbook, U.S. Dept. of Labor (Necessary training for this occupation can be found in this handbook) Dictionaries	Language Arts: -Reading stories (locate vocabulary words in the content)
Films that can be used in this unit: "Worldwide Communication" "We Learn About the Telephone" "Much Ado About DDD" "I Rather Like You, Mr. Bell" Science texts You could show the film from the State Department, Little Rock, Arkansas: "The Unchained Goddess" Any reference material from reliable source. Book: From Cave Writing to Television Harcourt (4-6) Film: "Voices from the Deep"	Social Studies: -Ways we communicate Science: -How communication is possible bring in the technical ways: the telephone operator and communication Guidance: -Discussing with pupils our dependency on telephones English:' -Pupils learn how to make reports

Telephone Operator continued:

CONCEPT	ACTIVITIES
All people should practice same rules of courtesy.	Make a list and copy rules of courtesy we should follow when talking on the telephone.
The practical use of a directory involves the use of the yellow pages.	Make a class directory of names of pupils in class, their telephone numbers; put in alphabetical order. Role play a telephone operator by demonstrating and practicing using alphabetical listings and yellow pages in directories. Practice dialing the telephone, getting information and obtaining assistance from the operator. Demonstrate how to use a pay telephone. Call to the students' attention to recognize a place that has a public telephone. Look in directory for emergency numbers. Dramatize calling a doctor when ill, friends for pleasure, home when you're going to be late, or bus company for travel schedule.
One way of communication is by the use of telephones.	Have pupils write business letters to the Bell Telephone Co. for a kit to be used in the classroom and any materials available. Mention traveling telephones, who uses them, and why. Write an invitation to a telephone operator (preferably a parent, if one) to visit the classroom and talk to children.

Telephone Operator continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Suggested books to read: Manners Made Easy Guide to Good Manners Children's Press	Language Arts: -Lesson on courtesy: have a pupil write the rules on a chart in front of the class
Telephone directories Film: "Manners of Speaking" Bell Telephone Company Books to read to the students: I Want to be a Telephone Operator Children's Press Let's go to the Telephone Company (4-6); Bucheimer Putman Company	Spelling: -Alphabetizing Language Arts: -Role-playing
Southwestern Bell Film Library, 915 West 23rd St., North Little Rock, Ark. 72114 Bell will send a kit to use in the classroom. These materials are known as Teltraining Programs. The kit includes a pair of telephones with loud speakers, teacher guide, booklets, wall charts, and films. These are available on different grade levels. Bell Telephone Company	Language Arts: -Writing business letters Science: -Use chapter on sounds, sound wave vibrations Art: -Children love to draw each other as models

Telephone Operator continued:

CONCEPT	ACTIVITIES
	Use a pupil as model who sits in front of the class using a telephone; let children draw and color the model. Plan a field trip for a few children (those most interested or who need to feel some responsibility) to the local telephone office to see the operator at work in her environment.

Telephone Operator continued:

RESOURCES AND REFERENCES	LINKING CONTENT
This would be a good film to use before having the art activity: "Draw Me a Telephone" Bell Telephone Company Occupational Guidance Finnay Co. Pub. (1971)	Guidance: -Discuss with pupils what was most important in their visit to the telephone company, how to use the telephone, equipment, etc.

Post mar

By Marsa Chapr a

THE POSTMAN

I. JOB DESCRIPTION:

A. Some things the worker does - arranges mail for his area in the order in which he will deliver it, readdresses mail to be forwarded, redirects mail for which no forwarding address was left, leaves notices for C.O.D. or postage due letters when no one is at home, picks up mail at relay boxes along the route. He rides or walks around his route.

II. WORKING CONDITIONS:

A. Hours - 8 hours per day, 5½ days per week plus time-and-a-half for overtime.

B. Benefits - Federal payroll - regular Federal benefits, regular pay increases, clothing allowance ($125 per year), retirement insurance, vocation and sick leave, workman's compensation for injuries received on the job.

C. Hazards - pleasing all people, advancement limited, carries heavy bag, out in all kinds of weather.

D. Work can be done by male___ female___ both x

E. Type of building - Federal Post Office or in other building

F. With people or alone - with people.

III. TRAINING AND OTHER QUALIFICATIONS:

He must be a United States citizen and pass Civil Service examination and meet requirement age. The appointing officers select one of three top scores. He is investigated for moral character and loyalty. Carriers are trained on the job. He must have physical stamina. He must have a good memory for organizing the mail. He must be able to follow directions.

IV. OTHER INFORMATION:

Postmen are under Postal Field Service schedule and are paid with regular increases. They learn postal regulations and memorize their routes when they are assigned. Once a year, all carriers are checked on their knowledge of rules and performances on the job. Most postmen begin as substitutes.

THE POSTMAN

CONCEPT	ACTIVITIES
By knowing their own postman, the pupils are familiar with a postman's vocabulary. Postman Mailbag Letters Mail Truck Post Office	Write vocabulary words on the board, talk about them with children. Have students illustrate them on paper folded into 4 squares. Postman - man who delivers mail. Mailbag - pouch used for carrying letters. Letters - written messages sent from one place to another. Mail Truck - vehicle used for collecting letters and delivering large packages Post Office - a Government department handling the transmission of mail.
Questions and discussions help pupils to understand the work of a postman.	To assist in answering the questions, the teacher may use these answers: What color is your mailman's uniform? What does he carry letters in? Do some mailmen travel on foot? What are special letters and large packages delivered in? Where does your postman get the mail he delivers? What must he do with the mail before leaving the Post Office? What does he leave your mail in? Who pays your postman's salary? The postman's uniform is gray and blue. He carries his letters in his mailbag. Many postmen deliver letters on foot. Large packages may be delivered by mail truck. He gets his letters at the post office. He sorts the mail before leaving the post office. He leaves our mail in our mailbox at home. The government pays his salary.

The Postman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionary Books that may be used with these activities: Here Comes the Postman Park; Houghton-Mifflin I Want to be a Postman Greene; Children's Press How We Get Our Mail McCall, Benefic	Language Arts: -Making use of words in group discussion Reading: -Developing comprehension skills in oral and silent reading.
Read About the Postman Slobodkin (3-5) $2.65	Language Arts: -Practice in asking thought provoking questions -Practice in answering questions in complete sentences

The Postman continued:

CONCEPT	ACTIVITIES
The communicative skills: reading, writing, speaking, listening every day in addition to the social skill which involves getting along with people are needed in every day living.	Choral Reading: The Postman Play record: "Let's say Poetry Together" and learn the choral reading on The Postman by Rasmussen Make up riddles with the children such as: I come to your house everyday except Sunday. I wear a uniform. I often bring you surprises in packages. The following poem may be used for choral reading: "Some dads are postmen They deliver mail In snow or rain, in sleet or hail Letters and parcels from far away They carry from house to house each day." Make get-well cards for someone who is ill. Learn song about "Postman" Read Book: "The Mailman" Show Film: "The Mailman" Let students make envelopes and draw postage stamps. Have pupils use play money to buy and sell postage stamps. Show Film: "Where Do Our Letters Go?" Read Poem: "Waiting for the Postman" Read Books: I Know a Postman Have pupils bring pictures of postmen at work. Use these to make a bulletin board.

The Postman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
"Our Working World"; S.R.A. Kit "The Postman" in Music for Young Americans; American Book Co. The Mailman; Heath Encyclopedia Britannica Films, Inc. Pictures of stamps or stamps from old letters. Commercial play money Coronet Instructional Films Art materials for get-well cards Film: "The Mailman"; State Department of Education "Where Do Our Letters Go?"; State Department of Education Poetry: Counting the Days; Harper Magazines; Flat pictures I Know a Postman; Putnam	Language Arts: -Using creativity in making up sentences and rhymes -Practice in using the child's language creatively Reading: -Developing skills needed for choral reading -Encourage individualized reading Math: -Counting small amounts of money Guidance: -Teaching the children to be patient -Making children aware of work people do Art: -Mount pictures; arrange bulletin board

The Postman continued:

CONCEPT	ACTIVITIES
The study of the postman may become a continuing unit that stirs imaginative creativity in the classroom from time to time.	In February, make mailbags from paper sacks. Let children address their own Valentines and place in mailbags. Show Film: "Our Post Office" Invite a postman to come to school. Teacher and children may make a large mailbox for the back of the room. At a given time each day, the children may mail a certain paper, such as math or English. The helper for the day may be the postman and collect the papers for the teacher (Post Office) Small mailboxes could also be made by children for receiving their papers after they had been checked. Use large box, paint and label the outside. Cut slot for depositing papers. The helper may wear a postman's hat.

The Postman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Valentines Paper bags Colored construction paper for decorating the mailbags. "Our Post Office" State Department of Education Postman as a resource person Postman's hat brought from home or made by students and teacher.	Art: -Teaching cutting, pasting and creativity Language Arts: -Learning to write the names of other students -Learning to read the names of others in the classroom Reading: -Teaching name recognition

POSTMASTER

I. JOB DESCRIPTION:

A. Some things the worker does - receives and dispatches mail, sells money orders, keeps records of daily transactions, sells stamps to the public, cashes money orders, directs the work in office for clerks, carriers, mail handlers and maintenance employees.

B. Tools the worker uses - typewriter, ledger, money order machine, money orders, special delivery forms, adding machine, rubber and steel stamps.

II. WORKING CONDITIONS:

A. Hours - Usually 8 a.m. - 5 p.m. Most postmasters work a 40-hour week and are paid 1½ times salary rate for overtime.

B. Benefits - retirement benefits, 13-day sick leave, 13-day annual vacation increasing to 26 days after 15 years service, survivorship annuities, low cost group and life insurance and compensation to employees injured on duty.

C. Hazards - theft, robbery

D. Work can be done by male___ female___ both x

E. Type of building - brick; post office building or other.

F. With people or alone - alone in small office; with people in a large office or both.

III. TRAINING AND OTHER QUALIFICATIONS:

Must have high school certificate or must be 18 years of age and be a United States citizen. Must pass a Civil Service examination. He is appointed to his job by Federal Government. As a Federal employee, he will be investigated for moral character and loyalty. He must have a good memory and be tactful and pleasant in dealing with the public.

IV. OTHER INFORMATION:

Postmaster is under Postal Field Service and is paid with regular increases. Salaries vary from around $6,000 to $32,000 annually. Opportunities for advancement are limited, but qualified individuals may apply for promotional vacancies in larger areas.

POSTMASTER

CONCEPT	ACTIVITIES
To understand the work of a postmaster, one needs to know a special vocabulary.	Start unit with record album: "Home, Neighborhood, and Community" At the beginning of the day, have a slip of paper for each student with one of the words of the vocabulary on it, and tell them they will be asked to define it later. Game: Have two teams made up of the entire class. Call out words of the vocabulary and the person who has that word tells its meaning and writes it on the board. His side gets a point. Winning team has the privilege of making a bulletin board. Bulletin board: Half the class will find pictures in old magazines to cut out, or draw and color pictures. Example: One child will make a large post office, one a flag on a pole, one a tree or several trees, one a mail truck, etc. The caption could be "We are proud of our postmaster."
By playing the role of a postmaster, a pupil learns that he must be accurate and work fast.	Erect a post office in one corner of the room. All assignments handed to the teacher will be placed in out-going mail slot. A different child is postmaster each day and places papers in pupils' boxes which have been graded by the teacher. The children originate a special post-master cap to wear.
Through reading and research, pupils learn the responsibilities of a post-master.	Arrange reading table for children to read during free periods. Teacher and students assist the school librarian in selection of books for reading table.

Postmaster continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Record Album: "Sing-a-song of Home, Neighborhood and Community" Roberta McLaughlin and Wood Bowman Records Dictionary Magazines	Music: -Listening to songs Language Arts: -Children will link this with dictionary work in Language Arts -Develop a knowledge of words as a part of discussion on work of postmaster Art: -Lettering
Cardboard Mattress box from a furniture store Butcher paper	Language Arts: -Letter writing and penmanship
Books: I Want to be a Postman Greene; Children's Press (1-3) $2.50 Children's Catalog; Wilson Behind the Scenes at the Post Office Lewis (4-6) $2.75 Elem. School Lib. Collection	Library: -Selection of books

Postmaster continued:

CONCEPT	ACTIVITIES
Ways may be developed for pupils to share books.	Reading table with many books on several reading levels. Teacher may motivate reading by briefly telling some interesting part of the book. Have a sharing period for children to share books they have read. Evaluate the sharing of books. How may they improve?
A vast transportation network is necessary for a nationwide postal service.	Show film for motivation for learning about our postmaster. Have a resource person from the post office explain to pupils the following terms: Zip Code, Registered Mail, Special Delivery. From United States Post Office: "The zip code is the key to using big letter sorting machines which can separate mail to hundreds of destinations, reducing the need to handle and rehandle letters before they reach their destinations." Self-service postal units prove popular. They are found in shopping centers and apartment complexes. Reproduce city, state and nationwide maps on a bulletin board. Have pupils put proper zip codes in each large area.

Postmaster continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Bro-Dart Foundation Elementary School Library Collection Let's go to a Post Office Buckheimer, Putnam, 1964 (1-3) $2.29 Marvels of the U.S. Mail Abelard $3.25 (4-6) Arnold	Language Arts: -Silent reading -Reading and sharing of books read
What Happens When You Mail a Letter? Shay (2-3) Reilly & Lee $2.95 Library Journal, Bowker Where Does a Letter Go? Greene Harvey House 1967 (1-3) Elementary School Library Collection $2.75 Resource Person: Postal Clerk "Our Post Office" #1352 (11 min.) Intermediate or primary, free film Audio-Visual Dept. Zip Code Directory Mr. Zip and the U.S. Mail Barr (1-3) $1.50 Whitman The United States Post Office Department: A Story of Letters, Postage and Mail Fraud John Terrell (5-6) $3.95 Meredith Press	Language Arts: -Discussion Social Studies: -Working with others -Area, state and national maps

Postmaster continued:

CONCEPT	ACTIVITIES
An esthetic, cultural feeling is derived from working together.	Write original song about postmaster. Field trip to post office. Pupils will write a letter to a friend or relative, bring a stamp, and be prepared to mail it on field trip. The day after the field trip, ask the pupils "what did you like about your trip to the post office?" As the children reply, write their answers on the board and let each child select one, then write and illustrate his story. All stories will compile a booklet. When completed, a committee will go present it to the postmaster thanking him for the field trip. Have pupils write and give a choral reading about the duties of all employees who are supervised by the postmaster, giving him a leading roll. Culmination of unit: Invite another class to be your guests, and have pupils tell about their unit of study. One explain the post office in the room, one tell about the bulletin board, another the reading table, all sing "The Postman", several tell of field trip and show booklet. In closing, the class will say the choral reading "The Postman."

Postmaster continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Postmaster will be consulted and prepared before the field trip to guide the pupils and explain his duties and all phases of the post office. Construction paper for booklet cover. Record: Let's Say Poetry Together Rasmussen (2-3-4) Activity Records, Inc. $5.95 plus book $7.95 Other class	Music: -Singing for fun Language Arts: -Writing friendly letters, then penmanship in writing story for booklet -Descriptive story writing - links with spelling Art: -Work in the booklet -Cartoons are fun

TECHNICAL AND TRADE AND INDUSTRIAL EDUCATION

Baker

By Marsa Chapman

THE BAKER

I. JOB DESCRIPTION:

A. Some things the worker does - he makes bread, rolls, cakes, doughnuts, pies and other special bakery products. Kneads dough, puts trays in oven and removes them on schedule, ices cakes, etc. Fills trays for display, waits on customers and makes change. Managers hire and discharge workers, orders supplies and sets prices and keeps accurate financial records.

B. Tools the worker uses - hands, mixers, rollers, icing tools, pans, trays, a few mechanical devices are used in routine jobs.

II. WORKING CONDITIONS:

A. Hours - 35 to 40 hours a week. May work split shift.

B. Benefits - Time-and-a-half for hours above 40, paid vacations; after one year earns good wages, from $3.00 to $3.10 per hour; effected little by economic changes.

C. Hazards - on his feet most of day, must guard against burns and inhaling flour.

D. Work can be done by male x female (sometimes)

E. Type of building - varies from large bakery plants to small cafe.

F. With people or alone - both

III. TRAINING AND OTHER QUALIFICATIONS:

Trend today is toward trade school or college education offering special courses with on-the-job training. Unions offer apprenticeship programs which run from two to four years. Must have health certificate, strong stamina, a pleasant personality, get along with other people, have pride in his work, be attentive to details, have patience to measure and time things accurately. Cleanliness is essential to any food handling.

IV. OTHER INFORMATION:

He must have good common sense and judgement to build up his trade. He must be willing to adapt to new ideas. He does not have to have a license or belong to a union. Independent shop owners may earn from six to eight thousand dollars a year.

THE BAKER

CONCEPT	ACTIVITIES
An understanding of the baker and the role he plays in our lives is important. By learning the baker's vocabulary, pupils will have an appreciation of his job. Baker Bakery Bread Dough Flour Loaves Learning experiences of the children are widended by discussion.	Begin the discussion with the children giving their own definitions so that their language may be used in the final definitions Some of these "fill in the blanks" may be used along with the vocabulary words to help pupils answer the questions. I bake _____ for people. The _____ likes the smell of the goods. He will need _____. He will make it into _____. We may buy our _____ from the _____. Children discuss these questions about the baker: What does the baker do? How did he receive his training? How do the workers depend on each other? What tools does the baker need to be able to use? What did the baker go into the bakery business? Read library books about the baker. View film "The Big Bakery"
Bread undergoes many processes before it reaches the table.	Visit a local bakery to find answers to the following questions. Use library books to further answer questions about the process of bread making. What raw materials did the baker use to bake bread and cookies? Who owns the bakery? Can you tell about the work that the baker's helpers did? What are some of the tools the bakery needed to produce bread, cakes, and cookies? Show film "Bread"; Follow-up with comparison of bread making in film and in local bakery.

Baker continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Encyclopedia Dictionary Occupational Guidance; Unit 1 Vol. 2 Rev. "B"; Finney Co. I Want to be a Baker (1-3); Greene At the Bakery (1-3); Colonius and Schroeder; Melmont The Big Bakery; Educational Film Sales University of California	Language Arts: -Learning definitions through classroom discussions -Good oral expression Reading: -Read history of the baker Library: -Use card file
Local bakery How Bread is Made; Jarolimets; Mcmillan Let's Find Out About Bread; (1-3) Burt; Watts The Bakery (2); Lillion Colonius Children's Press, Chicago Baker Bill (1-3); Barr; Whitman Pub. "Bread"; Encyclopedia Britannica Films	Reading: -Teacher may read aloud to students -Children become involved in reading to gain information thus gaining context skills Language Arts: -Improving reading and writing skills Art: -Creative drawings

Bakery continued:

CONCEPT	ACTIVITIES
As an outgrowth of the study of baker and bakeries, pupils have an opportunity for creative activity.	Make a mural about bread from the farm to the table. Interview pastry cook in the cafetorium. Have children make posters using pictures of different things made in the bakery. Discuss importance of cleanliness. Draw or paint pictures of the baker. Set up a bakery in the room. Have pupils make and decorate make-believe cookies. Model small loaves of bread. Use the bakery that was set up in the classroom. Sell the bread and cookies using play money. Sing "Oh, Do You Know the Baker Man?" to the tune of "Oh, Do You Know the Muffin Man?"

Baker continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Pastry cook as a resource person Pictures from magazines Large cardboard boxes Modeling clay Commercial play money "Muffin Man" in Music Round the Town, P. 7; Wolfe Krone and Fullerton	Art: -Creativity among students is encouraged and accepted Guidance: -Teaching children to become acquainted with bakers and bakeries. Vocational orientation for personal involvement Health: -Teaching that cleanliness is necessary for good health -Helping to develop small hand muscles of children Math: -Children practice counting money Music: -Children learn new songs

Fireman

By Marsa Chapman

FIREMAN

I. JOB DESCRIPTION:

A. Some things the worker does - protect life and property in a specific location; fire fighting and fire safety; administer first-aid to victims of natural or civil disorders; give artificial respiration in case of drowning, suffocation, or poisoning, rescues pets; maintain firehouse and all fire-fighting equipment; continue educational process to maintain proficiency and qualifications. Checks public buildings to uncover potential fire hazards.

B. Tools the worker uses - rescue squad car and boat, Hope resuscitator, emergency power unit, port-a-power unit, firetruck, axes, asbestos suit, turn-down boots, chemical hand extinguishers.

II. WORKING CONDITIONS:

A. Hours - average 56 hours weekly, 24-hour shifts. Some cities have 8-10 hour shifts.

B. Benefits - most fire departments offer life and hospital insurance and compensation, liberal pension plans, early retirement opportunities, paid sick leave, paid vacation, opportunity for advancements, good salaries, around $450 per month in small cities to about $600 in large cities. Volunteer firefighters are paid per fire.

C. Hazards - highest mortality rate of all professions, often risk life, heart and lung disease could develop. Twenty-four hour shifts are undesirable for family life.

D. Work can be done by male_x_ female___ both___

E. Type of building - vary to meet need of community. Fire station usually clean and comfortable.

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

Minimum educational requirement is high school graduation. Need good background in math, science, and English. Civil Service Examination for intelligence, athletic performance, excellent health, age requirement (21-62). Three months to one year probation period. On-the-job training continual. Firemen should be friendly and congenial, have good vision and be an efficient and dependable driver, mental alertness and courage.

IV. OTHER INFORMATION:

"Good Samaritan Act" protects firemen against prosecution. Recent trends for installation of alarm systems in homes. Children are often prejudiced against firemen -- they resent this. Nearly 50% of the calls received are requests for rescue squad. The nunber of firefighters is expected to increase during the future to be able to protect growing urban communities. New jobs will also become available as cities enlarge their staffs and small communities replace volunteer firefighters.

FIREMAN

CONCEPT	ACTIVITIES
The identification and elimination of fire hazards is the responsibility of each member of a family.	Show film to inform students that delay can be serious.
Pupils may serve their country by protecting its resources and being prepared during emergencies to care for themselves and be of service to needy victims.	Invite speaker from conservation service to discuss with students the importance of their participation (lifetime) in conservation and fire prevention.
A list of fire hazards posted in the school room and at home helps pupils become aware of their responsibilities in preventing fires.	Have pupils discuss fire hazards listed by fire departments. Then make a list for their own use. Display electrical appliances with faulty features. (Include an example of an overloaded socket.) Research proper rescue of victim of electricution or shock. Also note first-aid and preventative measures in the home. Have a committee develop a bulletin board on "Ways to Reduce Fire Hazards in the Home." Show film and discuss fire hazards in the home. With the help of parents, every student should survey his home for hazards.
False alarms often cause trouble and expense.	Show film and discuss. Then each pupil write a paragraph about Punch and Trudy.
It is important to develop student leadership.	Set up pupil marshals in individual school plants. Have these pupils involved in periodic room checks. These reports should be posted so that all staff and pupils may see.

Fireman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
#243 ANOTHER MAN'S FAMILY, available upon request from Southwest Technical Institute, Fire Service Technology Department	Safety and Public Health: -Dramatize the need for individual commitment to fire prevention
Jim Martin Supervisor of Conservation Education State Department of Education	Social Studies: -Citizenship role in community living
Safety check list available through local fire department. Health text Science text Chapter on "First Aid" in first aid manuals. Bulletin board Fire Prevention in the Home and Chimp the Fireman #30 24 min.	Health and Safety: -List safety hazards -First-aid treatment Language Arts: -Writing correct sentences Reading: -Directions for safety Guidance: -Recognizing the need and value of group group efforts. Offers opportunity for developing friendships
PUNCH AND TRUDY 13 min. Southwest Technical Institute Fire Service Technology Department	Language Arts: -Write a paragraph
The city fire marshal or chief trains these boys.	Public Relations: -Draw from outside sources and use students to benefit individual home safety and prestige of fire department

Fireman continued:

CONCEPT	ACTIVITIES
Proper techniques for dealing with emergency situations are desirable for all to acquire.	Inquire of pupils experiences with fires and burns in the kitchen and how the problem was handled. Film. Have discussion concerning where dangerious areas are where clothing might catch on fire. What would they do? Question children about experience with burns. Inquire how many know how to recognize the seriousness of burns and how to treat them. Encourage children to discuss responsibility for other children such as babysitting. Ask them what would they do in case of fire or in other emergencies. Require each student to discuss with parent of guardian emergency escape routes from their home. Encourage each child to prepare their family and elderly neighbor in techniques of escape, rescue, dealing with smoke, and fire department notification. Encourage a scout to share his information learned on first-aid badge and demonstrate proper bandaging.
In developing an awareness of various tools used in this occupation, pupils grow in their understanding of fire-fighting.	Show film.
Teamwork, courage and strength are assets for firemen and pupils.	Arrange for rescue squad car and firemen to be available on school ground for demonstration on controlling various fires. Various tools may be displayed for student inspection and inquiry.

Fireman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
#250 12 min.; FIRE IN MY KITCHEN Southwest Technical Institute #252 13 min.; WHAT TO DO IF YOUR CLOTHING CATCHES ON FIRE Southwest Technical Institute Show film and write for information HAVE A WONDERFUL EVENING #241 16 min. Babysitters Guide to Fire Safety Southwest Technical Institute, Fire Service Technology Department Fire - An Escape Plan Reprint from Facts and Trends, May-June, 1960, National Board of Fire Undersriters A student scout with experience in earning first-aid badge or a student who would like to work on that badge. First-aid manual Scout handbook Health text on first-aid	Guidance: -Developing decision making situations through discussion -Build self-concept of child by making the sharing of his knowledge vital to family and friends Health: -Self-care in case of burns -Include recognition of severity and proper care of damaged area Language Arts: -Writing letters and oral reporting
FIRE HOUSE (1958) 29 frames Curriculum Materials Corp.	Language Arts: -Follow-up on film -Good sentences -Key thoughts
Tools used by firemen	Language Arts: -Practice introduction prior to guest arrival Guidance: -Discuss proper conduct and courtesy in preparation for visitor

Fireman continued:

CONCEPT	ACTIVITIES
Pupils recognize the qualifications and training necessary for this profession. Community problems and needs are similar the world over.	Invite a science instructor to demonstrate the 3 basic elements in a fire and what the removal of any of the 3 will result in. Encourage interested students to research and report on training and other qualifications of professional firefighters. Show film Curious child may read to discover similarities and differences in firefighting in various countries. Interested pupils may present findings on the use of fire and life without fires. A variety of methods may be used including plays and booklets.
Better self-concepts, friendships and leaderships are developed when people help each other.	Build a free time library including books on various reading levels. Better readers may choose to read to or listen to a poorer reader. Retired teachers or interested parents may arrange to come at regular short periods to help students needing more individual help in reading.
Learning experiences should be evaluated.	Briefly allow pupils to express what they have learned that will be helpful to them.
Supplementary activities offer additional opportunities in self-development and recognition.	Give pupils an opportunity to develop safety posters concerning some aspect of fire prevention or safety. The principal might select three outstanding pieces from each grade for ribbons.

Fireman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Science instructor SRA Junior Occupational Brief "Find Out About Firemen" Science Research Association THE NOBLE BREED 27 min. Southwest Technical Institute Fire Service Technology Department Firefighting the World Over; Torbert (4-6); Hastings House, 1967 Fire and How it is Used; Tannenbaum and Stillman; Webster Publishing Co. (1960) Without Fire; Baer (1946); New York Holt, Rinehart and Winston, Inc.	Science: -Understanding the elements of a fire Vocational Guidance: -Recognition of scholastic work in attaining some goals in life Social Studies: -Studies of foreign and local cultures -To show the use of fire in various societies
The Forest Fireman; Brown (4-5) Coward (1954) Fireman Fred; Whitman (1952) Early elementary Let's Go to a Firehouse; Buchheimer (1956); Putnam Careers in the Protective Services Chamberlin; (1963); Walk Smoke Eaters; Colby (1964) (5-6) Coward-McCann Mr. Charlie, the Fireman's Friend Hurd, Edith Thacher and Clement (4-5) 1958; Lippincott	Reading: -Free reading to develop comprehension
Students personal experiences	Guidance: -Recognizing the value of education in enriching their daily lives
Student achievement Bulletins, magazines, newspapers, books on safety in the library. The school principal might serve as official judge for competition.	Building self-concept of child and focusing attention on the value of service to others through extra curricular activities

Electrician

Mandy Martin

ELECTRICIAN - CONSTRUCTION AND MAINTENANCE

I. JOB DESCRIPTION:

A. Some things the worker does - construction electrician: installs electrical services systems and equipment in new construction and old buildings being remodeled. Often plans his own jobs. May supervise other electricians.

Maintenance electricians: service, check, and repair installations made by construction engineers.

B. Tools the worker uses - construction electrician: blueprints, "fish wire", drills, solder iron, screws, plates, wire, motors and others.

Maintenance electricians: pliers, screwdrivers, benders, drills, reamers, threaders and others.

II. WORKING CONDITIONS:

A. Hours - both electricians work a 5-day, 40-hour week; in emergencies must work overtime

B. Benefits - good wages, paid vacations, insurance, other benefits

C. Hazards - any inaccuracies might endanger his safety and that of others

D. Work can be done by male x female___ both___

E. Type of building - varies; works inside and outside of building

III. TRAINING AND OTHER QUALIFICATIONS:

Both types of electricians must be high school graduates and have on-the-job training. Construction engineers need 4 or 5 years of on-the-job training plus a minimum of 144 hours of training in related subjects. Maintenance engineers must have 3 to 4 years on-the-job training and related technical classroom instruction. Both must pass an examination before being licensed. Both must have good health, good eyesight, good coordination and some mechanical ability. Must be able to think and act quickly in case of emergency. Must be able to follow instructions.

IV. OTHER INFORMATION:

The outlook is very favorable for all electricians. Men 18 to 24 years of age are preferred. Construction engineers are the highest paid in the trade. All engineers are paid an hourly wage which compares favorably with other trades.

ELECTRICIAN - CONSTRUCTION AND MAINTENANCE

CONCEPT	ACTIVITIES
Pupils are helped in their understanding of an electrician by learning his trade words. Conduit — Conductor Voltage — AC current Circuit — DC current Breaker — Fuse Switch	Use the words in sentences and/or make up stories. Discuss the terms aloud, then ask the pupils their own concepts of the terms. Next use the dictionary and occupational brief to help pupils understand the meaning of the terms.
A community depends upon all types of workers. Electricity is vital to our daily living. An electrician is a highly skilled and essential worker in his community.	Invite local electrician to speak to class. Set up display of electrician's materials and let children discuss. Have interested students lead class discussions. Use books in reference column. Take interested pupils on a field trip to observe an electrician at work in local community. Let electrician explain his job and uses of his necessary tools. Ask children who know these workers to bring tools or pictures of worker's tools. Set up display of various tools and equipment used to familiarize class; will help in their thinking of electrician as a skilled worker. Tape record an interview. Borrow blueprints to let the pupils see what a construction electrician must follow.
Electricity can be an interesting subject.	Allow the children to work out electrical experiements in class such as lighting a bulb and others suggested in textbooks. Discuss the things in the home and at school that depend upon electricity. Invite a pupil's parent who is an electrician to speak to the class.

Electrician - Construction and Maintenance continued:

RESOURCES AND REFEIRENCES	LINKING CONTENT
Dictionary Science textbook Reference books Library books	Science Textbook: -Vocabulary -Illustrations -Experiements and other information -Writing up experiments Reading: -Read for information Library: -Learn to locate books
Local electricians - using their materials. The Boys Book of Tools; Raymond (4-6) Harper and Rowe How a House is Built; Lawrence Benenson (4-6); Criterion Books, 1965 Come to Work with Us in House Construction; Wilkinson, Inc. SRA Occupational Brief Science Research Association	Art: -Preparation of posters depicting tools and equipment Reading: -Reading for information -Reading simple blueprints Language Arts: -Taping an interview. Read chapter on manners Guidance: -Workers must understand their work -Workers aim for quality in their work Science: -Learning special types of materials necessary to perform a job
Equipment requiring electricity to help it function that are common to the home and school.	Science: -Experiment with lighting a bulb with with electric current as listed in science textbook -Study and discuss the ideas relating to electricity in textbooks

Electrician - Construction and Maintenance continued:

CONCEPT	ACTIVITIES
Some workers produce goods while others produce services for the community. Pupils develop an appreciation for the worker's specific contribution to his community. Good public relations is necessary. Workers add to the comfort and enjoyment of other people.	Help the children to understand that we depend upon an electrician. Show filmloop about "Electricians" and discuss. Let an interested committee write a business letter (they can all help compose it) to the Bureau of Apprenticeship and Training asking for detailed information concerning the tasks, requirements and schooling of electricians. Invite the counselor to talk with the students about getting along with others. Show films and filmstrips on how to develop your personality. Have a pupil bring an electric train to school to demonstrate what takes place when electricity is on and then off. Let children observe and take notes. Then write up an experiment on what they think happens. Bring out idea that we really depend upon electricity for big and little things: toys, heat, etc.
An electrician must be alert and accurate.	Role-playing: Encourage children to make up plays or pantomimes to show how one mistake in accuracy could injure an electrician. Encourage children to make up songs, stories or poems about electricity or electricians.

Electrician - Construction and Maintenance continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Filmloop: "Electricians"; No. S-81207 Encyclopedia Britannica Bureau of Apprenticeship and Training U. S. Department of Labor Counselor as consultant Filmstrips: "Developing Your Personality" (series of filmstrips) Encyclopedia Britannica "What Do You Expect of Others?" "What Happens Between People?" 320919; Guidance Associates	Math: -Pupils can study the differences in hourly, weekly or monthly wages of an electrician Language Arts: -Writing business letters -Practice in taking notes Guidance: -Learning to work effectively with others Science: -Concepts of electricity
The Story of Electricity Mae Freeman/Ira Maxmillian; Random 1961 Filmloop: "Electricians" (Color - No. 281207 - $22.00) Encyclopedia Britannica Original songs or poems by pupils. Let the whole class sing them or hear them read.	Health Textbook: -Study unit on what to do if a person is in electric shock, etc. Teach a safety course Math: -Relate common mistakes and show the value of accuracy Music: -Children experience emotion by making up songs

Bricklayer

Mandy Martin

BRICKLAYER

I. JOB DESCRIPTION:

A. Some things the worker does - read architect's plans; makes walls, chimneys, fireplaces, brick floors, piers, tunnels, bridges, knows different patterns for design; stretches cord-lines for each row of bricks; spaces brick; cuts brick to fit corners.

B. Tools the worker uses - trowel, mortar, bricks, mason's level, plumb line, mallet, hammer, crowbar, hoist.

II. WORKING CONDITIONS:

A. Hours - 8-hour day; 8:00 a.m. to 4:30 p.m., 5 days per week unless there is some need to quickly complete a building.

B. Benefits - can become foreman then superintendent; could go into business for himself; highest paid building craftsman, 1/3 pay if hurt on job, average pay $5.60 per hour to $6.35. In some places bricklayer contributes 25 cents an hour toward a vacation fund to be collected later.

C. Hazards - will not be hired unless there is a demand, cannot even be apprentice; use young men (17-24 years) except veterans; seasonal work; work is dusty, hard on hands; much lifting, bending, stooping, on feet; cement blocks are heavy.

D. Work can be done by male___ female___ both___

E. Type of building - outside work mostly, can be inside.

III. TRAINING AND OTHER QUALIFICATIONS:

Must know about laying concrete block, stone, marble, etc.; may specialize but usually can work in all materials; needs manual dexterity, good eyesight; work comfortably and safely in high places; must follow directions; get along with others; needs to enter 3 or 4 year apprentice program; reads ruler and level, high school graduate preferred; 6 months probation; must apply to employer - union apprenticeship committee, 6,000 to 8,000 hours on-the-job training; takes test on skill then gets journeyman's card.

IV. OTHER INFORMATION:

Bricklayer does almost all of work outside with few exceptions as fireplaces and brickwall interiors. Use techniques of workers who build palaces of Egyptian pharaohs thousands of years ago; skill and experience as necessary today as in ancient Egypt; brick used because of attractiveness and durability, also resistance to fire, moisture, frost, heat; a helper carries bricks, hod, mortar, scaffolding and other equipment; helper cleans up tools; if skilled won't have trouble finding jobs.

BRICKLAYER

CONCEPT	ACTIVITIES
Pupils become aware of the history of bricks and of the skill of bricklaying, brickwork or brick-masonry through reading and research.	Have committee of advanced pupils try to find the answers by reading books and reference materials. How long have the people known about bricks? Were there brickmasons in 4000 BC? How were early bricks made? How were bricks used by the brick-masons in early America? When? How are bricks made now? Where? Why? What type of things does the brick-mason build today with bricks? Have we ever needed bricklayers for anything other than the things we have found? Bricklaying was used in 4000 BC by the Egyptians. Some of these are still being found. The brickmasons were Israelite slaves being held by the Egyptians. Locate Egypt, the Nile River and Israel on a world map. Early Egyptians used clay from the Nile River mixed with straw for bricks and dried them in the hot sun until they were baked. Bricks were used in the United States around 1612 when the brickmasons started building the foundations and first floor walls of the early American houses. This was near what is now Richmond, Virginia. Locate on a map. Magazines and old history books could be used to find pictures of brick used in early American construc-tion. Mount on bulletin board. View films. Bricks are now made of clay and a rough fiber that could be straw. They are made by machines and baked in ovens called kilns. Bricks are made in all parts of our country since the right kind of clay is found in many places. It is better to make bricks close to where the brickmasons will use them since they are too heavy to send long distances. Collect some

Bricklayer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Encyclopedia Dictionaries "SRA Occupational Brief"; No. 22 Science Research Assoc., Inc. World map or globe Magazines discarded old books or pictures that depict the use of brick in early America. A United States map Local manufacturing plant Film: (1-3); "New House: Where It Comes From"; (1955); Coronet Instructional Films "Making Bricks for Houses" (Primary level); 11 min. Encyclopedia Britannica Films, Inc. "Building a House" (2nd ed.); 1963 (1-3) 12 min. State Department of Education Audio-Visual Service For student reading: Goodspeed, J.M. Let's Go to Watch a Building Go Up Putnam, 1956, 48 pp. $1.95 (1-3) Social Studies book Science book	Language Arts: -Learning to locate specific facts to answer questions -Discovering the reason note taking is useful Social Studies: -Comparing the life of ancient people with the life we live today -Stressing the fact we work for money to live on while the Israelites were not paid and had no home. Also, their families were divided. -Pupils, with teacher assistance, learn to use maps of the world and the United States -Discover the fact that all mud is not clay. The land of our earth is made up of different kinds of soil -Realizing that we are a community of individuals having our own needs -Our community has needed the skills of brickmasons at various times Guidance: -We should realize how we depend on others to work for us so we may purchase things that make our lives easier. We buy brick all ready to use. -Learn to respect and appreciate those who work for us -Learning the value of looking and listening to obtain information - paying attention -Our interdependence upon each other Art: -Notice that there are architectural changes in style

Bricklayer continued:

CONCEPT	ACTIVITIES
	raw materials to use for brick making from a field trip to a local brick company or a place in the community where clay can be found. Now brickmasons use brick for walls, buildings, walks, chimneys, fireplaces, trash burners, patios, barbeque pits and floors. (View film.) In the early 1900's bricks were used as the first way to pave streets and sidewalks. Little Rock was the first place to pave the main street with brick. Many other larger towns in Arkansas soon began to use brick for streets and sidewalks, too.
Many people are needed to give us the things we need for comfort, shelter, convenience and pleasure. Many of us depend on a brickmason.	Use a parent, if available, or call a brickmason, located in the newspaper of telephone book, and invite him to visit the class. A group of pupils should write a note to invite this visitor.
Our house provides protection, comfort and privacy. Many of us need bricks and brickmasons to help us with building our house and other things we need in our community.	Interested pupils could make a list of the way bricks were used or could be used in their home. (View filmstrips.) Pupils read for information. Class makes a list of all the possible ways a bricklayer might use his skill. Make a chart of a poster for the bulletin board. Use the list when writing or reporting on some of these things. Make lists and obtain pictures or draw pictures of the needs of the community for a bricklayer. Read for further information. Sing songs about building "Builders at Work"

Bricklayer continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Local or Arkansas newspaper Telephone book Parent of some brickmason as resource person	Language Arts: -Reading a newspaper and telephone book for obtaining information -Oral language -Using good grammar and a polite, friendly tone of voice when interviewing
Filmstrips: "How We Get Our Homes" (1-3); Society for Visual Education, Inc. Shelter Series: Encyclopedia Britannica Films, Inc. "Together We Sing"; Fallett Publishing Co. "The True Book of Houses"; Children's Press, 1957, 30 pp; $2.00 (3) Magazines, photographs, and picture post cards for illustrations Black, Tunnels; 1954, 95 pp; $2.75 (2-3); Coward-McCann, Inc. "Structural Clay Products Institute"	Language Arts: -Choosing what is important to put on a specific list of things Study Skills: -Viewing filmstrips for a definite purpose

Carpenter

By
Mandy Martin

CARPENTER

I. JOB DESCRIPTION:

A. Some things the worker does - erects buildings, houses, barns, factories, stores, offices, schools, garages and public buildings. He builds boats, fences, bridges, etc. He will repair and paint buildings, etc.

B. Tools the worker uses - saw, hammer, square, brace, plane, chisels, nails, screws, stapler, miter, brace & bits, power tools.

II. WORKING CONDITIONS:

A. Hours - usually an 8-hour day, 5 days per week. Some work 6 days per week.

B. Benefits - finds personal satisfaction in working with hands. According to employer and locality. When work is inside, it is pleasant. Variety in work.

C. Hazards - weather might hinder work. Noise is constant. Climbing is dangerous.

D. Work can be done by male x female ___ both ___

E. Type of building - various

F. With people or alone - either

III. TRAINING AND OTHER QUALIFICATIONS:

Recommends four years apprenticeship program. Usually begin by becoming a carpenter's helper. Vocational school. Correspondence courses in carpentry and related subjects. Ages 17-27. In good physical condition, a sense of balance, lack of fear in working in high places, good motor control ability to solve math problems quickly and accurately.

IV. OTHER INFORMATION:

Tools cost $75 to $100 to begin. Power tools will be added to bring the cost up to approximately $1,000.

There is a growing demand for carpenters for maintenance work. In new construction employment will be limited by technological construction.

CARPENTER

CONCEPT	ACTIVITIES
Pupils will appreciate the carpenter's world of work better by understanding his vocabulary: Hand saw Hammer Square Braces Bench planes Chisels Marking guage Boring holes Screws Nails Joice Rafter Sub-floor Trim Brace & bit set Auger bit Coping saw Stapler Miter Finishing Supplies Scraper Glue Drill Sand Paper Files Rasp Screw hook Blueprint Sheathing Siding Roofing Baseboard	Vocabulary work: Each child will be assigned to bring in one of these tools and explain its use. If he cannot find one, he can get a picture of the tool assigned him. Carpentry success is gauged on the use of proper tools and materials. Pupils build a bulletin board showing pictures of tools needed by a carpenter in their school to do simple repairs. Label the names of tools used in building a bulletin board. Children may cut pictures from magazines. Make a list of basic tools needed by a carpenter to do repair jobs at home. Make a price list of how much these tools would cost. Draw a plan of your classroom allowing 1 inch to represent 1 foot. Use your ruler to learn how many inches in 1 yard, how many feet in 1 yard. Measure in inches the height of some of the children. Change inches to feet. Allow children to make up problems of their own. Show film "Carpenters"
An understanding of constructional materials, tools and finished procedures will aid in the care and repair of property.	Group discussion: Talk together about how to help take care of property at home and school. Observe needed repairs children can do at home. How to prevent damages to furniture. The assistance of the Vocational Agriculture Instructor and/or the janitor will be needed in this activity. Consult them ahead of time. Divide in groups and design a small project. Examples to choose from include: repair broken desks, swing seats, basketball stop, flower box, bookends for library, etc.

Carpenter continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Bulletin board Rulers (12"), yard sticks, tape measure, large sheets of paper. Sears, Montgomery Ward or other catalog for making price lists. Filmloop: "Carpenters" No. S 81201 Job Opportunity Series Encyclopedia Britannica	Language Arts: -Descriptive language -Oral recall; good expression Social Studies: -"Family Living" chapter
Reading table has books on all reading levels Book: I Want to be a Carpenter Green; Children's Press Vocational Agricultural Director or janitor	Guidance: -Building helpful attitudes by making a list of jobs children may do at home with carpenter's tools -Links with guidance by working in a group, and feeling accomplishment of a finished piece of art. Silent reading and research

Carpenter continued:

CONCEPT	ACTIVITIES
Leisure time activities (hobbies) affect career choices. A satisfying career contributes to a good mental outlook on life. A hobby working with tools may become profitable to a student and his family.	Group discussion: Do you enjoy building things with your hands? Have you build something with your hands? Boys and girls may build things. Boys and girls may sew things with their hands.
It is good to learn the use of many tools used in the home.	Secure a foot-operated sewing machine for the school room. Allow children to use the machine in sewing puppets and a straight seam on paper. Many uses may be made with the machine. Learning to take turns with the machine and tools.
Pupils develop an appreciating for the carpenter and what he contributes to his community.	A group of children make an appointment to interview a carpenter and tape the interview. They ask such questions as: how does he like his work; what subjects did he study in school that help him most; what new materials and power tools does he use to replace old methods; what are the disadvantages of being a carpenter, etc. They will play this tape to the class and have class discussion.

Carpenter continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Books: Bench Woodwork; Frier Library Congress, No. 59-6285 Bennet Co., Inc. The Farm Shop (5-8); Wakeman and McCoy McMillan Co. Creative Handicraft: Madden (5-8) Goodheart-Wilcox Co., Inc. Carpentry for Children; Leavitt Sterling, $2.95	Guidance: -Identify children who are skilled with the use of their hands. Encourage hobbies in building activities. -Making school relevant to life situations.
The Boys Book of Tools; Harper & Rowe (1957) 4-6; Elementary School Library Collection The Story of a Nail (3-5) Irving and Adler, J.Day; 1961 $2.00 Children's Catalog Tim and the Tool Chest; Beim Morrow, 1951; $3.14 (1-3 yrs.)	P.E.: -Eye - hand "coordination"
Tape recorder Carpenter	Language Arts: -Using correct English in speaking Courtesy: -How to interview -How to ask good questions -How to operate a tape recorder -How to show appreciation to people who help us

Carpenter continued:

CONCEPT	ACTIVITIES
To build a home, many different skills and materials are needed. All families live in home and each home is usually different than others.	Play record and sing along "Let's Build a House" Plan two field trips for the entire class: the first one to see the foundation being laid and beginning of a new house. Go back to the same house when it is near completion. The teacher will have a committee make arrangements before each field trip with the head carpenter or contractor to explain all steps in the building of a house. The children will want to ask him questions and he will be proud to answer them. Suggest each child may want to make at least one thing with the help of his parent, grandparent or other adult. Perhaps a grandmother could visit the school to assist girls and boys to embroidery, sew, knit, etc. Grandfathers are great as resource people. Bulletin board showing many types of homes. Committee asks all class members to bring pictures cut from magazines or draw a picture of their own home.

Carpenter continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Record Album: Sing a Song of Home, Neighborhood and Community Robert Laughlin and Lucille Wood Bowen Records; Los Angeles, Calif. Book: How a House is Built Lawrence Benenson; Criterion Books 1965; $3.50 (4-6) Elementary School Library Collection The Little Red House; Skarr, Grace William R. Scott New York (1-3) Construction paper for mounting or drawing homes Grandparents as resource people	Music: -Free singing period Math: -Figuring square feet in rooms; measuring size of rooms Social Studies: -Lesson on family housing Guidance: -Learning to respect older people Mental Health: -There are many ways grandparents may be helpful Art: -Using different media Example: If children build a bird house or feeder it may lead into a science project or a hobby as bird watching.

COSMETOLOGIST

I. JOB DESCRIPTION:

A. Some things the worker does - shampoo, hair treatment, cuts hair, straightens and bleaches hair, manicures, permanent waves, style hair, color hair, eyebrows; gives scalp and facial treatments, answers telephone, makes appointements, collects money, combs, teases, brushes hair; cleans and sterilizes equipment.

B. Tools the worker uses - scissors, combs, brushes, rollers, clips, manicure equipment, uniform, razor, color rinses, sterilizers, tweezers.

II. WORKING CONDITIONS:

A. Hours - 40-hour week but may work longer in some shops including late afternoon and Saturday.

B. Benefits - work on commission, 16 years old or above, makes own hours, paid vacations, advancements, some participate in health insurance and other employee benefits.

C. Hazards - on feet, unhappy customers, pay not consistent.

D. Work can be done by male___ female___ both x

E. Type of building - well-lighted, clean, neat, heated and usually air-conditioned.

F. With people or alone - with many people

III. TRAINING AND OTHER QUALIFICATIONS:

Pleasing personality, license, study at least 1,000 hours, physical stamina, neat appearance, promptness, cheerfullness, high school diploma desirable. For those who wish to specialize, further training is necessary. Must keep abreast with new styles and techniques.

IV. OTHER INFORMATION:

May work fulltime or parttime. May work as demonstrator for cosmetics. If cosmetologist moves to another state, they may be required to take additional training and examination before license may be obtained. Many cosmetologists are paid on straight commission; others receive a straight salary. Some employers allow paid vacations for employees. Beginning operators earn between $65 and $90 a week. A few highly specialized operators may earn approximately $300 a week.

COSMETOLOGIST

CONCEPT	ACTIVITIES
To understand the vocation of cosmetology, the children become familiar with a cosmetologist's vocabulary. Trim Style Bleach Permanent Manicure Facial Cosmetics License Clips Nail File Treatment Commission Prompt Shop Tease Beautician Cosmetologist Manicurist Beauty Salon Tips	Stimulate an awareness of the meaning of the vocabulary for this occupation by studying and explaining these words in terms the pupil will understand and recognize the meaning during class discussions. Use the words in experience charts and stories. Pupils should dictate or write the sentences. The experience story for teacher will assist the interested students in using a dictionary. Pupils make creative drawings illustrating vocabulary or word meanings. A group of pupils could make a picture dictionary of vocabulary words. Take photographs learning about light, distance and angle for use in booklets and a picture dictionary. Do not stress this too strongly with primary children.
Creative activities grow out of pupils' class discussions and their listening to resource people.	Encourage interested pupils to write creative rhymes relating to this occupation. Make a booklet of the creative rhymes for class library.
Cleanliness and neat appearance help to promote a feeling and understanding of the people in this profession.	Discuss the following questions: Does your mother like to look pretty? How does your mother help herself look prettier than she already is? Did your mother ever go to a beauty shop to have her hair fixed? Could men work in a beauty salon? Could men get any services from a beauty salon? How could we learn more about a beauticians work?

Cosmetologist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Dictionary to define vocabulary terms. To show that both men and women are in this profession, write for information from: Associated Master Barbers and Beautitians of America Materials from which a vocabulary may be formed can be obtained at the Arkansas State Board of Cosmetology More Information on advantages can be obtained from National Hairdressers Cosemtologists Assoc., Inc. Local beauty salons, State Board of Cosmetology or beauty schools will donate back issues of old professional magazines for pupils to use to clip vocabulary words and pictures. Art materials: cardboard, paint, etc.	Language Arts: -Oral recognition of words said by the teacher and pronounced by the students -Say sentences for the teacher to write on the experience chart -Copy from the chart, using correct letter formation, spacing and neatness -Keep a list of vocabulary words for reference -Learning definitions through use of illustrations, pictures, photographs and picture dictionary Art: -Study the value of light, angle, distance and color in photography -Lettering -Construction
Resource person: Beauty operator visits the class for talk and/or demonstration, dressed in uniform of occupation. Use a parent if available. Film loop: Super 8mm, "Cosmetologist" No. 81229; Job Opportunity Series Encyclopedia Britannica Films	Language Arts: -Develop skill in writing rhymes using rhyming words Oral Reading: -Pupils will read some of the poems aloud with meaning to show their interpretation of the creative words
Health Can Be Fun; Leaf; Lippincott 1943 (K-3) SRA Occupational Brief; Science Research Association; Brief No. 112 (Use for information on the necessity of this occupation and to assure students that both men and women are in this profession.)	Health: -Use health textbooks on your level to study ways to stay neat, clean and more attractive Art: -Creative drawings for booklets and the bulletin board showing neat appearances and/or depicting a comparison of neat and unkempt appearances

Cosmetologist continued:

CONCEPT	ACTIVITIES
Firsthand participation broadens the experiences of pupils.	Visit a beauty salon with interested students to observe, make maps, take photographs or make sketches. Photographs and sketches should depict operators, services, tools, and furniture arrangement. Pupils make simple community map to show location of beauty shop. Use corner of the room to construct a booth for a beautician's use. (A corner of the school room should be reserved for vocational use.) Make uniforms and occupational tools. Draw plans for booth. Make appropriate decorations. Have an interest corner for display of beauty tools. You could use toys or make tools from poster board or paper. Also make use of photographs and magazine pictures. Use city map to locate beauty salons in your community.
The right attitude and a pleasing personality helps a service worker to enjoy working and to earn more money.	Play beautician using sock, finger or paper sack puppets. Students involved in this occupational unit may pantomime an operator at work with another student as the customer. Old wigs and inexpensive dolls with hair may also be used to show washing, rolling, and other services offered at the beauty shop. Some pupils could dramatize a beautician working, showing services, politeness, and a happy attitude. Puppet show for showing a happy beautician that is honest and has a good attitude toward work. Enlist the aid of parents in securing "happy trash" which is bits of ribbon, felt scraps, pieces of colored netting, rick-rack, etc.

Cosmetologist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Beauty salon City map "Posters-Careers, Inc." P.O. Box 135 Largo, Florida "SRA Occupational Brief", (Brief No. 112); Science Research Bureau	Language Arts: -Note taking and reporting -Learning descriptive words in order to be able to describe the construction of a booth and appropriate occupational tools Social Studies: -Map study Art: -Creative illustrations for use in booklets, reports, stories, posters or bulletin boards. Drawings of what was seen -Lettering in sign making -Students may learn the art of puppet design, variation, and construction
For girls in group to read for pleasure and information: Bubble Baths and Hair Bows: A Little Girl's Guide to Grooming, (3-4) DeSantis; Doubleday 1963 $3.50 For students to read for pleasure and information: A Penny's Worth of Character; (3); Stuart, McGraw, 1954 $3.25 Excuse Me! Certainly! Slobodkin Fanguard, 1959 (K-2) Puppet and Pantomime Plays; Howard Sterling Publishing; 1962; $2.95 (3-5)	Language Arts: -Oral speech showing a pleasing speaking voice in puppet shows and dramatizations -Dramatizations on how this is a helping service by a worker showing politeness, consideration and a pleasing attitude -Group discussions on honesty. Note students ideas for reference in future discussions -Reading to develop character -Oral speech Art: -Creative drawings

Cosmetologist continued:

CONCEPT	ACTIVITIES
Cosmetology is a happy, satisfying means of earning a living and school is important in finding and succeeding in this type work.	Some pupils or a group may discuss the ways beauticians meet many people. Include how they make many friends, can make their hours convenient for themselves, receive most of what the customer paid and extra money when the customer is happy and also pays a tip. These workers may also work parttime or fulltime since there is also a great demand for operators. Advancement to a make-up artist for television and motion picture stars is an advantage. Cosmetologists could work for magazines, become a teacher in a beauty school and own their own salon or even a beauty school. Dramatize a shop owner. Make paper money from construction paper or you may use play money for learning the value and care of money earned and how to use it properly.

Cosmetologist continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Brief No. 112: "SRA Occupational Brief" Science Research Assoc. Use for obtaining information and personality requirements for this occupation. Behind the Scenes in Television (4-6) Dodd, Mead, 1967, $3.25 (For information on make-up for television stars) Gelb Your Future in Beauty Culture New York: Richards Rosen A resource for information on the advantages of being a cosemtologist.	Language Arts: -Oral language, work on developing expression in speech. Work on tone and volume control -Dramatization of an owner of a beauty salon to learn the value of speaking politely to everyone: customers and employees Math: -Use play money to learn the value of it and how to spend in properly

Policeman

By Marsa Chapman

POLICEMAN

I. JOB DESCRIPTION:

A. Some things the worker does - helps in the community by maintaining law and order, directs traffic, gives assistance to individuals who are in need, keeps order at scenes of fires or accidents, rescues household pets, investigates breakins, gives first-aid.

B. Tools the worker uses - gun, holster, bullets, and a patrol car.

II. WORKING CONDITIONS:

A. Hours - 40 to 48 hours per week, sometimes longer

B. Benefits - retirement plan, paid vacations, sick leave, medical, surgical and life insurance plans

C. Hazards - danger of being beaten up or killed, must work under all kinds of conditions

D. Work can be done by male___ female___ both x

E. Type of building - police station

F. With people or alone - with people

III. TRAINING AND OTHER QUALIFICATIONS:

He must be a U. S. citizen. Usually at least 21 years of age. Must be at least 5 ft. 7 inches tall with weight in proportion. Eligibility is determined by the candidate's performances on competitive examinations. At least high school education, some city departments are requiring some college training, all must have in-service training. Must be stable, patient and like people. He must take an oath to support law and order.

IV. OTHER INFORMATION:

Some departments accept men with less than a high school education. The first American policemen were Boston's night watchmen. Philadelphia created a city-wide police force in 1833 and eleven years later New York City followed suit.

Some policemen may retire at 55 on one-half pay. A policemen does not need a license but must take an oath to support law and order.

POLICEMAN

CONCEPT	ACTIVITIES
Children are familiar with a policeman's vocabulary. Police station Policeman Patrol Car Gun	Discuss vocabulary with pupils. Have children bring in photographs and pictures of policemen at work. Make a visit to a police station. Inspect squad cars on parking lot.
A policeman has a distinct responsibility to his community.	Interview a policeman. Show film "The Policeman" Discuss what is involved in job of policeman. That of helping to preserve law and order. Teacher and children write stories about the role of the policeman on chart tablet. Read books: Let's Go to a Police Station and Policeman Small
The policeman carries out his responsibility to his community by doing certain jobs.	Discuss the following questions and let each child write his answers. What is his job? Does he work by himself? How does the policeman help us? What would happen if we didn't have a policeman? If you wanted to be a policeman, would you need to like people?

Policeman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
These books may be helpful in using this material. About Policeman Around the World (1-3) Landin Policeman Small (1-3); Barr; Chicago Peter's Policemen; Lattin; Follett Publishing Co. Magazines at home Pictures of relatives or friends who are policemen.	Language Arts: -Pupils gain a better understanding of the terms used Guidance: -Through group discussion build an awareness of people who work
Personal interview with policeman as resource person. Film: "The Policeman" (Films, State Department of Education) Chart tablet Let's Go to the Police Station (1-3) Sootin Policeman Small (1-3) Lenoki	Language Arts: -Developing the skills of interviewing -Giving the students an opportunity to write on their own Reading: -Developing of comprehension skills for oral and silent reading
Encyclopedia	Reading: -Children become involved in reading when they become aware that each occupation has its unique tools and job assignments. Language Arts: -Children learn to think and write in complete sentences Social Studies: -Learning the relationship of a job to the needs of a community

Policeman continued:

CONCEPT	ACTIVITIES
The policeman helps a community when he gives assistance to individuals and when he tries to keep law and order.	Develop riddles and poems with pupils such as: I am a helper I help take care of you I help you cross the street I wear a badge Who am I? Draw me Sing "Let's Be Policeman" Use filmstrip: "Policeman Walt Learns His Job" Discuss the filmstrip Make badges with cardboard and aluminum foil.

Policeman continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Use in riddle booklet 110 Writing paper; Steck-Vaughn "Let's Be Policemen"; Young People's Records Filmstrip: Policeman Walt Learns His Job" Film Association of California Cardboard and foil	Language Arts: -Learning the skills involved in rhyming Music: -Helping the children to learn new songs and to practice in group singing Art: -Developing creative interest among the children

Automobile
Mechanic

Mandy Martin

AUTOMOBILE MECHANIC

I. JOB DESCRIPTION:

A. Some things the worker does - he performs preventive maintenance, diagnoses breakdowns, and makes repairs. Overhauls engines, clutches, transmissions and other parts of the car.

B. Tools the worker uses - simple hand tools (screwdriver, wrenches, pliers); fuel pump tester. Also uses manuals and parts catalogs, tachometer, compression gauge, battery tester, ammeter, jump cable and other instruments.

II. WORKING CONDITIONS:

A. Hours - 40 to 48 hours per week, sometimes works overtime

B. Benefits - usually good life and health insurance policies, uniforms usually furnished; work is rarely dull

C. Hazards - work with dirty and greasy parts and in awkward positions

D. Work can be done by male x female___ both___

E. Type of building - generally work indoors; shops are usually well ventilated, lighted and heated.

F. With people or alone - may work alone or assist other mechanics

III. TRAINING AND OTHER QUALIFICATIONS:

Must have a driver's license. Most mechanics learn the trade through on-the-job experience. Usually a three or four year formal apprenticeship program is needed. Completion of high school is an advantage. Need a general knowledge of automobile construction and operation. Needs patience and ability to pay close attention to details. Take pride in his work and be honest in his estimates. Get along well with others.

IV. OTHER INFORMATION:

Serious accidents are avoided by observing safety practices. Most mechanics are employed by individual automobile dealers. Technical training is also needed. Offers very good career opportunities for young men who have aptitude and interest in automotive mechanics. Mounting vehicle registrations will lead to an increase in number of job openings.

AUTOMOBILE MECHANIC

CONCEPT	ACTIVITIES
To understand the vocational of an automobile mechanic pupils become familiar with these terms. Transmission Brakes Axle Overhaul Chassis Hydraulic Distributor Ignition Generator	Define the vocabulary words. Write words on board and let pupils try to define them using their own ideas. Then use the dictionary to have a follow-up activity. Have children use terms in sentences.
An auto mechanic has responsibilities.	Pupils will answer the questions using periodicals, library books, and data from organizations. Also, have children write to national organizations requesting any data. These questions will help stimulate a pupil's interest. Then let pupil do research on his own: Why is it necessary to have automobile mechanics? What is the nature of his work? What requirements and training are needed? Are employment opportunities plentiful? What are advantages and disadvantages? Make a list of areas of specialization in this work such as motor overhauling, etc.
Automobile mechanics have a special style of speech, tools, mannerisms uniforms and surroundings.	Select interested pupils to go on a field trip to visit and interview local mechanics at work. Let pupil tape interview. Write theme from interview. Pupils do research on auto mechanics. Children view film loops.

Automobile Mechanic continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Unabridged dictionary Language text Science text Use vocabulary and illustrations in science book.	Language Arts: -Children make-up sentences and write them using acceptable grammatical usage. Use chapter on grammar Spelling: -The need of knowing how to spell a term so it can be defined -Arranging terms in alphabetical order Science text: -Some of the terms could be found in textbook
Automobile Mfg. Association Automotive Service Industry Association They Work and Serve; "The Car Doctor" Bill Knot; Steck-Vaughn Co.	Reading: -Practice in reading for information the personal story of an auto mechanic -(Read aloud) They Work and Serve "The Car Doctor"
Local shop that employs automobile mechanics. Freehand drawings of areas of specialization. Film loop: "Automobile Mechanics" color - No. 81223 (refer to Encyclopedia Britannica bibliography); $22.00	Writing: -Pupils write theme about field trip Art: -Designing a scrapbook requires creativeness and imagination from the pupil. Teacher supplies art materials.

Auto Mechanic continued:

CONCEPT	ACTIVITIES
In the world of work there is a need for mechanics.	Show film loops to explain the tasks of an auto mechanic. After showing the two loops, let the pupils write themes about auto mechanics. Pupils could also illustrate cartoons accompanying their themes. Pupils could then read themes aloud.
Activities require self-involvement and a need for working together.	Set up a bulletin board display committee. Have different groups to do the data finding, the printing, the designing, the arranging. Also have a group to gather pictures of mechanics at their jobs. Pupils could even compare the jobs of all types of mechanics. Lead a group discussion over the past and present means of transportation. Pupils could compare new cars with old ones. Then they could expand their idea by discussing all the new inventions that cars have today.
A mechanic is a highly skilled and essential worker in the community.	Ask pupils who know these workers to bring tools or pictures of the needed tools. Let pupils set up a display in the classroom - this will help in their thinking of an auto mechanic as a skilled worker.
Pupils become aware of the many working parts of an automobile.	Take pupils outside and look at the parts of a car under the hood. See how many pupils know what each part is and its function.
Pupils become aware of the many different attitudes possessed by each individual.	Each pupil to write poem, riddle, etc. Let students make up songs, stories and poems about automobiles and their functional parts. Let interested pupils bring in models of cars and discuss them aloud.

Auto Mechanic continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Film loops: "Automotive Body Repairmen"; Color - No. S 81222; $22.00 Language text Art paper Encyclopedia Britannica Education Corp.	Language Arts: -Check for correct punctuation in themes Art: -Draw cartoons
The Automobile - U.S.A.; Its Impact on People's Lives and the National Economy (5-6); Lent; Dutton 1968 The First Book of Automobiles (4-6) Benedict; Watts, 1966 Country Garage (4-6); Beim; New York Morrow	Art: -Using creativity to design their own bulletin board Social Studies: -To compare past and present models of cars -The need for people to work together and to have good rapport with each other
Tools or pictures of automobile mechanics' tools.	
Car for observation	Science: -To discuss scientific terms and their relation to cars. Example, internal combustion, gasoline engine, etc.
Language text Poetry books Pupils' own models of cars	Language Arts: -Creative writing Music: -Children experience emotion by making up songs

Auto Mechanic continued:

CONCEPT	ACTIVITIES
Auto mechanic must be alert, reliable, and accurate.	Role-playing: have the students make up plays of pantomimes to show how one careless error on the mechanic's part could lead to a tragedy--perhaps to the owner of a vehicle.

Auto Mechanic continued:

RESOURCES AND REFERENCES	LINKING CONTENT
Book: "I Want to be a Mechanic" (1-3) Children's Press, Inc.	Health Text: -To show the student to be alert and cautious -Students study unit on "Safety"

APPENDIX

SUGGESTED AUDIO VISUAL AIDS

FILMS: ADE Arkansas Department of Education
Audio Visual - Film Library
Little Rock, Arkansas 72201

EBE Encyclopedia Britannica Education Corporation
1822 Pickwick Avenue
Glenview, Illinois 60025

1. ARE YOU A GOOD CITIZEN? 11 min. (e-j-s) ADE #1044
2. EVERYDAY COURTESY b/w (i-j) ADE #0475
3. GOOD EATING HABITS b/w 11 min. (p-1) ADE #1129
4. THE LITTERBUG color 10 min. (p) ADE #1466
5. MANNERS IN PUBLIC color 11 min. (i) ADE #1563
6. NEIGHBORHOODS ARE DIFFERENT color 11 min (p) ADE #1467
7. OUR SHRINKING WORLD b/w 11 min. (p-i) ADE #1068
8. SHY GUY b/w 14 min. (i-j) ADE #0107
9. YOUR THRIFT HABIT b/w 11 min. (i-s) ADE #464
10. GETTING THE NEWS b/w 15 min. (j-s) ADE #6115
11. MONEY IN THE BANK - AND OUT color 14 min. (j-s) ADE #6144
12. HIGH SCHOOL - YOUR CHALLENGE b/w 14 min. (j-s) ADE #5375
13. HOW TO SUCCEED IN SCHOOL b/w 11 min. (j) ADE #1393
14. MAKING THE MOST OF SCHOOL b/w 11 min. (i-j) ADE #0455
15. DON'T GET ANGRY b/w 12 min. (i) ADE #5433
16. EVERYONE HELPS IN A COMMUNITY color 14 min. (p) ADE #5965
17. OUR COMMUNITY color 12 min. (i) ADE #1171
18. AM I TRUSTWORTHY? b/w 11 min. (p-i) ADE #1118
19. ARE MANNERS IMPORTANT? b/w 11 min. (i) ADE #1290
20. BEGINNING RESPONSIBILITY. TAKING CARE OF THINGS b/w 11 min. (p-i) ADE
21. CITY BUS DRIVER color 11 min. (p) ADE #1440
22. THE CITY color 12 min. (p) ADE #5766
23. THE FARMER b/w 15 min. (i) ADE #5465

FILMS: (Continued)

24. HELPERS IN OUR COMMUNITY color 11 min. (p) ADE #1462
25. THE NURSE b/w 11 min. (p-i) ADE #1009
26. THE POLICEMAN color 16 min. (p-i) ADE #6108
27. YOURS, MINE AND OURS color 11 min. (p) ADE #1581
28. HOLDING ON color 5 min. (p) EBE
29. CHOOSING UP color 7 min. (p) EBE
30. WHAT IS A COMMUNITY? color 17 min. (p) EBE
31. MIKE AND STEVE VISIT THE SHOPPING CENTER color 14 min. (p) EBE
32. COMMUNICATING WITH THE PUBLIC 14 min. (elem.) EBE
33. THE LEMONADE STAND: WHAT'S FAIR? color 14 min. (p-i) EBE
34. WORKING TOGETHER color 14 min. (elem.) EBE
35. THE BLUE DASHIKI: JEFFREY AND HIS CITY NEIGHBOR color 14 min. (p) EBE
36. THE WHEAT FARMER color 14 min. (4-6) ADE

FILMSTRIPS:

GUIDANCE STORIES 6 filmstrips (color)

DEVELOPING YOUR PERSONALITY 6 filmstrips (color)

Encyclopedia Britannica Films
425 North Michigan Avenue
Chicago, Illinois 60611

WHO DO YOU THINK YOU ARE?	#106227
GUESS WHO'S IN A GROUP	#300911
WHAT HAPPENS BETWEEN PEOPLE	#320919
YOU GET MAD: ARE YOU GLAD?	#340917
WHAT DO YOU EXPECT OF OTHERS?	#320893

Filmstrips (Primary) $20.00 a set
Guidance Associates
Pleasantville, New York 10570

NOTE: Same titles are available on cassette tapes

FILM LOOPS: Order from EBE
Set $20.00 Super 8 mm. each title: color 3 min. (elem.)

1. GASOLINE SERVICE STATION ATTENDANTS #81243
2. MACHINING OCCUPATIONS (ELECTRONICS) #81238

FILMLOOPS (continued)

3.	AIR CONDITIONING & REFRIGERATION & MECHANICS	#81221
4.	ASSEMBLY OCCUPATIONS (ELECTRONICS)	#81237
5.	DENTAL ASSISTANTS	#81236
6.	COSMETOLOGISTS	#81229
7.	AIRPLANE MECHANICS	#81234
8.	TELEPHONE CRAFTSMEN	#81230
9.	ELECTRICIANS	#81207
10.	TELEPHONE & PBX INSTALLER & REPAIRMEN	#81232
11.	TRUCK MECHANICS & BUS MECHANICS	#81225
12.	LICENSED PRACTICAL NURSES	#81218
13.	SHEET METAL WORKERS	#81208
14.	SALESMEN & SALESWOMEN IN RETAIL STORES	#81249
15.	WELDERS OXYGEN & ARC CUTTERS	#81245
16.	MAIL CARRIERS	#81241
17.	TELEVISION & RADIO SERVICE TECHNICIANS	#81224
18.	PLUMBERS & PIPEFITTERS	#81206
19.	MEDICAL LAB TECHNOLOGIST	#81219
20.	PHOTOGRAPHERS	#81248
21.	DISPENSING OPTICIAN & OPTICAL LAB MECHANIC	#81244
22.	GLAZIERS	#81203
23.	FORESTRY AIDS	#81213
24.	ROUTEMEN	#81211
25.	OPERATING ENGINEERS	#81204
26.	LINEMEN & CABLE SPLICERS	#81231
27.	OVER-THE-ROAD TRUCK DRIVERS	#81209
28.	AUTOMOTIVE BODY REPAIRMEN	#81222
29.	LOCAL TRUCK DRIVERS	#81210
30.	CARPENTERS	#81201
31.	APPLIANCE SERVICEMEN	#81235
32.	REGISTERED PROFESSIONAL NURSES	#81220
33.	CUSTOMER SERVICE OCCUPATIONS (Electric Power Industry)	#81240
34.	POSTAL CLERKS	#81242

FILM LOOPS (continued)

35.	VENDING MACHINE MECHANICS	#81226
36.	TRANSMISSION & DISTRIBUTION OCCUPATIONS (Electric Power Industry)	#81239
37.	POLICEMEN & POLICEWOMEN	#81215
38.	LOCAL TRANSIT BUS DRIVERS	#81212
39.	AUTOMOBILE MECHANICS	#81223

Universal Education and Visual Arts
221 Park Avenue South
New York, New York 10003

BEHAVORIAL LOOPS:

Film guide on outside of box.

1.	LET'S TALK ABOUT FLYING OFF THE HANDLE	#UL 5781
2.	LET'S TALK ABOUT PROCRASTINATION	#UL 5778
3.	LET'S TALK ABOUT DISRUPTING THINGS	#UL 5784
4.	LET'S TALK ABOUT LEARNING THE HARD WAY	#UL 5782
5.	LET'S TALK ABOUT COMMUNITY RESPONSIBILITY	#UL 5780
6.	LET'S TALK ABOUT CHEATING	#UL 5779
7.	LET'S TALK ABOUT TRUANCY	#UL 5783
8.	LET'S TALK ABOUT BEING MEAN	#UL 5785

TAPES AND RECORDINGS

Vocational Education:

OUR WORKING WORLD (1-3) #3 -5775 (Gr. 1)
#3 -5818 (Gr. 2)
#3 -5780 (Gr. 1-3)

SOCIAL SCIENCE LABORATORY UNITS (Gr. 4, 5, 6) #3-6660

Order from:
SRA
259 East Erie Street
Chicago, Illinois 60611

BIBLIOGRAPHY OF BOOK PUBLISHERS

Abelard Schuman, Ltd., 6 West 67 St. New York, N. Y., 10019

Abingdon Press, 201 Eighth Ave., So., Nashville, Tenn., 37203

Addison-Wesley Pub. Co., Reading, Massachusetts, 01867

Allyn-Bacon Inc., 470 Atlantic Ave., Dallas, Texas, 02110

American Book Co., 450 West 33rd St., New York N. Y., 10001

American Guidance Service, Inc., Circle Pines, Minnesota, 55014

Arco Publishing Co., Inc., 219 Park Ave., South New York, N. Y., 10003

Association Press, 291 Broadway, New York, N. Y., 10007

Benefic Press, 1900 North Narragnset St., Chicago, Ill. 60639

Bennett, Charles, Co., Inc., 809 West Detweiler Drive, Peoria, Ill., 61614

Bowman, Pub. Corp., 622 Rodney Drive, Glendale, Calif., 91201

Bruce Publishing Co., 400 North Broadway, Milwaukee, Wisconsin, 53201

Bro-Dart Foundation, 1609 Memorial Ave., Williams Port, Penn., 17701

Children's Press, 1224 W. Van Buran St., Chicago, Ill., 60607

Criterion Books, 257 Park Ave., South, New York, N. Y., 10010

Coward-McCann, Inc., 200 Madison Ave., New York, N. Y., 10016

Crowell, Thomas, 201 Park Ave., South, New York, N. Y., 10003

Dartnell Press, 4660 Ravenswood Ave., Chicago, Ill., 60640

Day, John, Co. Inc. 62 West 45th St., New York, N. Y., 10036

Denoyer-Geppett, 5235 Ravenswood Ave., Chicago, Ill., 60640

Dodd, Mead and Co., 79 Madison Ave., New York, N. Y., 10016

Double Day and Co., Inc., 501 Franklin Ave., Garden City, N. Y. 11530
or 277 Park Ave., New York, N. Y., 10017

Dutton, E. P., and Co., 201 Park Ave., So. New York, N. Y., 10003

Elementary School Library Collections, Local Libraries

Field Enterprises, Ed. corp. Merchandise Mart Plaza, Chicago, Ill., 60654

Fiedler, The, Co., 31 Ottawa Ave., N. W., Grand Rapids, Mich., 495021

Finney Company, 3550 Gorham Ave., Minneapolis, Minn, 55424
Units 1B-2B, 3B, 4A, and 5A, Vol I through Vol. VIII

Bibliography of Book Publishers: (continued)

Follett Publishing Co., 1010 West Washington Blvd., Chicago, Ill., 60607

Garrard Publishing, 1607 N. Market St., Champaign, Ill., 61820

Ginn and Co., 191 Spring St., Lexington, Massachusetts, 02173

Golden Press, Inc., 850 Third Ave., New York, N. Y., 10022

Goodhart-Wilcox Co., Inc., 123 W. Taft Drive, South Holland, Ill., 60473

Gosset and Dunlap, 51 Madison Ave., New York, N. Y., 10010

Guidance Associates, Pleasantville, New York, 10570

Harcourt, Brace, Jovanovish, 757 Third Ave., New York, N.Y., 10017

Harper-Row Publishers, 49 East 33 St., New York, N. Y., 10016

Harvey House, Inc., 5 South Buchhout St., Harrington-on-Hudson, New York, N.Y.10533

Hastings House, Publishers, Inc., 151 E. 50th St., New York, N. Y., 10016

Hawthorn Books, 70 Fifth Avenue, New York, N. Y., 10011

Heath, D. C., and Co., 285 Columbus Ave., Boston, Mass., 02116

Holiday House, 8 West 13th St., New York, N. Y., 10011

Indiana University Press, 10th and Morton St., Bloomington, Indiana, 47405

Joint Council on Economics Ed., 1212 Ave. of Americas, New York, N. Y., 10036

Knopf, Alfred A., Inc., 501 Madison Ave., New York, N. Y., 10022

Lane Magazine and Book Co., Menlo Park, California, 94025

Lantern, The, Press, Inc., 257 Park Ave., So., New York, N. Y., 10010

Little-Brown and Company, 34 Beacon Street, Boston, Massachusetts, 02106

Lippencott, J. R., Co., East Washington Square, Philadelphia, Pa., 19105

Lothrop, Lee and Shepard Co., Inc., 419 Park Ave., New York, N. Y., 10016

Macmillan, The, Company, Pub., 866 Third Ave., New York, N. Y., 10022

McClintock Producers, 6 Heathcote Road, Searsdale, N. Y.,

McGraw, Hill Book Co., Inc., 300 West 42nd St. New York, N. Y., 10036

McKay David, Co., Inc., 750 Third Ave., New York, N. Y.,

Melmont Publishing Co., 1224 W. Van Buren St., Chicago, Ill., 60627

Michigan Health Council, East Lansing, Michigan, 19600

Morrow, William, and Co., Pub., 425 Park Ave., South, New York, N. Y., 10016

Mosby, C. V., Company, St. Louis, Mo.

National Dairy Council, 111 North St., Chicago, Ill. 60606

National Shoe Institute, 50 Rockefeller Plaza, New York, N. Y., 10020

Bibliography of Book Publishers: (continued)

Park Publishing House, 4141 W. Vlient St., Milwaukee, Wis., 53208

Pitman Publishing Co., 20 E. 46 St., New York, N. Y., 10017

Prentice Hall, Inc., Route #9 West, Englewood Cliffs, N. Y., 10016

Putnman's Sons, 200 Madison Ave., New York, N. Y., 10016

Rand McNalley and Co., P. O. Box 7600, Chicago, Ill., 60680

Reinhold, Pub. Co., 430 Park Ave., New York, N. Y., 10022

Richards-Rosen Press, Inc, 29 East 21 St., New York., 10010

Science Research Occupational Brief, P.O. Box Drawer 129, No. L. R. Ark., 72115

Science Research Assn., Inc., 7200 So. Leamington Ave., Chicago, Ill. 60638

Scribner's Chas., 597 Fifth Ave., New York, N. Y., 10010

Scott Foresman and Co., 411 Elm St., Dallas, Texas 75202

Sextant System, Inc., Milwaukee, Wis., 53201

Shoe Service Institute of America, 222 West Adams, Chicago, Ill., 60606

Silver Burdett Book Co., Park Ave. and Columbia Road, Morristown, N. J. 07960

Simon and Schuster, Inc., 1 West 39 St., New York, N. Y. 10018

Southwestern Pub. Co., 5101 Madison Road, Cincinnati, Ohio. 45227

Steck-Vaughn Co., Inc., P. O. Box 16, Austin, Texas 78761

Sterling Publishing Co., Inc., 419 Park Ave., So., New York, N. Y., 10016

Stravon Educational Press, 43 West 61 St., New York, N.Y. 10023

United Business Schools Assn., 1730 M St., N. W., Washington, D. C. 20036

U. S. Dept. of Labor, Bureau of Labor Statistics, Washington, D. C., 20402

United Shoe Machinery Co., Boston, Mass.

University of Ark., Curriculum Specialist, Rm.117, Grad. Bldg. Fayetteville, Ark. 72701

Vanguard Press, Inc., 424 Madison Ave., New York, N. Y., 10017

Vicking Press, Inc., 625 Madison Ave., New York, N. Y., 10022

Vocational Training Directory of the United States, Local City Libraries

Walck Publishers, 1900 Union Sq., New York, N. Y., 10003

Warren, Gotham and Lamot, Inc., New York, N. Y.

Watts, J. Franklin, Inc., 575 Lexington Ave., New York, N. Y., 10022

Whitman, Albert, and Co., 560 W. Lake St., Chicago, Ill. 60606

Whittlesey House, 2231 West 110 St., Cleveland, Ohio, 44102

World Book Encyclopedia-Field Enterprises, Ed. Corp. Merchandise Mart, Chicago, Ill. 60654

World Publishing Co., 2231 West 110 St., Cleveland, Ohio, 44102

Young-Scott, Wm. R., Inc., 333 Ave. of the Americas, New York, N. Y., 10014

BIBLIOGRAPHY OF FILM SOURCES

Academy Films, 748 No. Seward St., Hollywood, Cal. 90028

American Bankers Assoc. Bank tellers Do's & Don'ts, 20 Park Ave., New York, N.Y. 10016

American Forest Products Industries, Inc., 1816 No. St., N.W., Washington, D. C. 20036

American Guidance Services, Inc., Publishers, Circle Pines, Minn. 55014

American Trucking Assoc., Inc., 1616 P. St., N. W., Washington, D.C. 22036

Audio Visual Aid Service, Arch Ford Ed. Bldg., Little Rock, Ark. 72201

Bowmar Pub. Corp., 622 Rodier Dr., Glendale, Cal. 91201

Coast Visual Education Co., 5620 Hollywood Blvd., Hollywood, Cal. 90028

Cornet Instructional Films, 65 East So. Water St., Chicago, Ill. 60601

Curriculum Materials Corp., 1219 Vine St., Philadelphia, Pa. 19107

Encyclopedia Britannica Educational Corp., 260 Wynnewood Village, Dallas, Texas 75224

Encyclopedia Britannica Films, Inc., 425 M. Michigan Ave., Chicago, Ill. 60611

Eye Gate House, 14601 Archer Ave., Jamica, New York 11435

Film Associates, Inc., 4600 So. Dixie Hwy., Dayton, Ohio 45439

Gateway Productions Films, Inc., Bureau of Audio-Visual Services, University of Arizona, Tuscon, Arizona 85721

B. F. Goodrich Co., 500 S. Main St., Akron, Ohio 44318

Gottlish, Wm. P. Co., 157 Chambers St., New York, N.Y. 10009

Keystone Industrial Park, Scranton, Penn., 18512

Lippincott, J. B. Co., Philadelphia, Penn., 19106

Net Film Service, Indiana Univ., Bloomington, Ind., 47405

Northwestern Bell Film Library, 915 W. 2nd St., No. Little Rock, Ark. 72114

Pat Dowling Pictures, 1056 So. Robertson Blvd., Los Angeles, Cal. 90035

Society for Visual Ed., Inc., 1345 Diversey Parkway, Chicago, Ill. 60614

Southwestern Bell Film Library, 120 W. Eighth St., Little Rock, Ark. 72201

Southwestern Bell Film Library, 915 W. 23rd St., No. Little Rock, Ark. 72114

Southwestern Technical Institute, P. O. Box 45, East Camden, Ark. 71701

Bibliography of Film Sources: (continued)

United States Forest Service, Dept. of Agri., 14th St. & Independence Ave., S.W. Washinton, D. C. 20024

Visual Education Consultants, Inc., 2066 Helena St., Madison, Wisc. 53704

Wurletzer, Co., De Kalb, Ill. 60015

Young American Filmstrip, McGraw Hill Book Co., 330 42nd St., New York, N. Y. 10036

BIBLIOGRAPHY OF FILM LOOPS

Encyclopedia Brittanica, 1822 Pickwick Ave., Glenview, Ill. 60025

Universal Ed. and Visual Arts, 221 Park Ave., So. New York, N. Y. 10003

FILM TAPES

Guidance Assoc., Pleasantville, New York, N. Y. 100570

BIBLIOGRAPHY OF RECORD RECORDERS

Activity Records, Inc. Freeport, L. I.; New York, N. Y. 11520

Bomar Records, 155 East 24 St., New York, N. Y. 90020

La Crone Records, 819 N. W. 92nd St., Oklahoma City, Okla. 73114

BIBLIOGRAPHY OF MAGAZINES AND NEWSPAPERS: PUBLISHERS

American Artist Magazine, 24 W. 40th St., New York, N. Y., 10011

American Taxi Cab Driver News, 4415 N. Cal. Ave., Chicago, Ill. 60625

Cartoonist Profiles, P. O. Box 325, Fairfield, Conn. 06430

International Brotherhood of Electrical Workers, 1200 Fifteenth St., N.W., Washington, D. C., 20005

Magazine Cartoonist, Guild Organization, 28 E. 22nd St., New York, N.Y. 10010

Motor Service Magazine, 549 W. Washington Blvd, Chicago, Ill. 60606

National Cartoonists Society, 9 Ebony Court, Brooklyn, N.Y. 11229

National Geographic Magazine, 17th and M, Northwest, Washington, D.C. 20036

Popular Mechanics Press, 70 Fifth Ave., New York, N.Y. 10011

Structural Clay Products Institute, 1750 Old Meadow Rd., McLean, Va. 22101

Taxi Weekly, 161 W. 54th St., New York, N. Y. 10019

POSTER PUBLISHERS:

National Dairy Council, 111 N. St., Chicago, Ill. 60606

MAP PUBLISHERS:

Denoyer-Geppett, 5235 Ravenswood Ave., Chicago, Ill. 60640

Ouachita University, Box K, Arkadelphia, Ark. 77923

BIBLIOGRAPHY OF PAMPHLET PUBLISHERS

Airline Stewards and Stewardesses Assn. Int., 55 & Cicero Ave., Chicago, Ill. 60638

Air Transportation Assn. of America, 1000 Conn. Ave., Washington D. C. 20036

American Airlines, 100 Park Ave., New York, N. Y. 10017

The American Bankers Assoc., 90 Park Ave., New York, N. Y. 10016

American Forest Products Industries, Inc., 1816 No. St., N. W., Washington, D.C.20036

American Guidance, Circle Pines, Minn. 5504

American Hotel & Motel Assn., 221 West 57th. St., New York, N. Y., 10019

American Institute of Aeronautics & Astronautics, 290 Ave. of Americas, N.Y, N.Y.10019

American Pharmacutical Assn., 225 Constitution Ave., N. W. Washington, D.C. 20037

Association of American Medical Colleges, 2530 Ridge Ave., Evanston, Ill. 60201

Association for Childhood Edu. Int., 3615 Wisconsin ave., N.W. Washington, D. C.20016

Associated General Contractors of America, Inc., 1957 E. St. N.W.,Washington, D. C.20006

Association of Master Barbers & Beauticians of America, 507 So. Dearborn St., Chicago, Ill. 60605

Automobile Mfg. Assn., 320 New Center Bldg., Detroit 2, Michigan 48202

Automobile Service Industry Assn., 168 N. Michigan Ave., Chicago, Ill., 60601

Correspondence Inquiry Branch M.S.-126, Fed. Aviation Agency, Washington, D.C.20553

Council on Medical Ed., American Medical Assn., 535 No. Dearborn St, Chicago, Ill.60610

Eastern Airlines, Miami International Airport, Miami, Fla., 33148

Electrical Construction & Maintenance, 330 W. 42nd St., New York, N. Y. 10036

Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, New York 11435

Firestone Tire & Co., 1200 Firestone Parkway, Akron 17, Ohio 44302

Gerber Products Co., Agri. Research, Box 1547, 1401 Harriet Lane, Ft. Smith, Ark.72902

Government Printing Office, Washington 25, D. C. 20402

International Assn. of Fire Fighters, 905, 16th St. N. W., Washington, D.C. 20006

Journeymen, Barbers, Hairdressers, Cosmetologists & Proprietors Int. Union of America, 1141 No. Delaware St., Indianapolis, Ind. 46207

Master Shoe Rebuilders, 60 So. St., Boston, Mass. 02130

Melmont Pub., Inc. 224 W. Van Buren St., Chicago, Ill. 60607

National Aeronautics & Space Adm., 1520 H. St., Washington, D. C. 20025

Bibliography of pamphlet publishers: (continued)

National Apple Institute, Suite 410, 2000 P. St., N.W. Washington, D. C. 20036

National Assn. of Barber Schools, Inc., 750 3rd Ave., Huntington, West Va. 25701

National Beauty Career Center, 3839 White Plains Rd., Bronx, N. Y., N. Y. 10467

National Hairdressers & Cosmetologist Assn., 175 Fifth Ave. New York, N.Y. 10010

New York Life Ins. Co., Career Inf. Service, New York, N. Y. 10010

Northwest Airlines, 1885 University Ave., St. Paul, Minn. 55101

Occupational Outlook Handbook (1970-71) U.S. Dept. of Labor, Washington, D.C. 20402

Oklahoma State Dept. of Education, Oklahoma City, Okla.

Pan American Airways, 29-19 Bridge Plaza North, Long Island City, N. Y. 11101

Pop Enterprises, Inc., Atlanta, Georgia 19700

Sales & Marketing, Executives International, 630 Third Ave., New York, N. Y. 10017

Science Research Assn., Inc., 250 E. Erie St., Chicago, Ill. 60611

Shoe Service Institute of America, 222 West Adams St., Chicago, Ill. 60606

Society of American Foresters, 1010 Sixteenth St., N.W. Washington, D. C. 20036

Southwest Technical Institute, P. O. Box 45, East Camden, Ark. 71701

State Board of Cosmotology, State Capitol, Little Rock, Ark. 72201

Sterling Publishing Company, Inc., 419 Park Ave., New York, N. Y. 10022

Superintendent of Documents, Washington, D. C. 20402

United Air Lines, 5959 Cicero Ave., Chicago, Ill. 60638

United Brotherhood of Carpenters and Joiners of America, 101 Constitution Ave., N. W., Washington, D. C. 20001

United Business Schools, Assn., 1730 M St. N. W., Washington, D. C. 20036

U. S. Dept of Agriculture, 14th St. & Independence Ave., S.W. Washington, D.C.20250

United States Dept. of Commerce, Washington, D, C.

United States Dept. of Labor, Washington, D. C. 20012

United States Employment Office, Washington, D. C.

United States Printing Office, Washington, D. C. 20402

United States Office of Education, Washington, D. C. 20202

United Shoe Workers of America, 1012 Fourteenth St., N. W. Washington, D. C. 20505

Webster Publishing Co., St. Louis, Missouri

SUGGESTED READINGS

BOOKS FOR ADULTS:

BEHAVIOR PROBLEMS OF CHILDREN. Elinor Verville. Philidelphia: W. B. Saunders Company, 1968.

BEHAVIORAL PROBLEM CHILDREN IN THE SCHOOLS. Robert H. Woody. New York: Appleton-Century Crofts, 1969.

BETWEEN PARENT AND CHILD. Haim Ginott. New York: Macmillan, 1965. (paperback)

BETWEEN PARENT AND TEENAGER. Haim Ginott. New York: Macmillan, 1969. (paperback)

BRIGHT CHILD - POOR GRADES. Barry Bricklin & Patricia Bricklin. New York: Dell Publishing Company, 1967.

CHILD MANAGEMENT: A PROGRAM FOR PARENTS. Judith Smith & Donald E. P. Smith. Ann Arbor Publishers, 1966.

COUNSELING IN THE ELEMENTARY SCHOOL. William Van Hoose, et.al. Itasca, Illinois: F. E. Peacock Publishers, 1968.

THE ELEMENTARY SCHOOL COUNSELOR: A VENTURE IN HUMANENESS. Wayne R. Maes. Bureau of Educational Research and Services, 1968.

THE ELEMENTARY SCHOOL COUNSELOR. William Van Hoose, et.al. Wayne State University Press, 1967.

ELEMENTARY SCHOOL GUIDANCE. James C. Hansen & Richard Stevie. New York: Macmillan, 1969.

ELEMENTARY SCHOOL GUIDANCE HANDBOOK. Delma Turner. Little Rock: State Department of Education, 1970.

ELEMENTARY GUIDE FOR CAREER DEVELOPMENT, 1970. Lee Laws.

ENCOURAGING CHILDREN TO LEARN. Don Dinkmeyer & Rudolf Dreikurs. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

FATHERS AND PARENTS, TOO. Spurgeon English & Constance Foster. New York: G. P. Putman's Sons, 1951.

GUIDANCE IN ELEMENTARY EDUCATION. Anna R. Meeks. New York: The Ronald Press, 1968.

GUIDANCE IN ELEMENTARY EDUCATION. R. Willey. New York: Harper & Row, 1960.

GUIDANCE IN ELEMENTARY SCHOOLS. Herman J. Peters, et.al. New York: Rand McNally, 1965.

GUIDANCE SERVICES IN THE ELEMENTARY SCHOOL. R. N. Hatch & J. W. Costar. Dubuque, Iowa: Wm. C. Brown Company, 1969.

GUIDANCE TECHNIQUES FOR ELEMENTARY TEACHERS. Ralph Garry. Columbus, Ohio: C. E. Merrill books, 1964.

BOOKS FOR ADULTS: (continued)

A GUIDE FOR DEVELOPMENTAL GUIDANCE, GRADES K-12. D. D. Creech. Oklahoma City: Oklahoma State Department of Education, 1969.

HOW CHILDREN FAIL. John Holt. New York: Pitman Publishing Corp., 1964.

HOW CHILDREN LEARN. John Holt. New York: Pitman Publishing Corp., 1967.

HOW TO RAISE A HUMAN BEING. Lee Salk & Rita Kramer. New York: Random House, 1969.

OCCUPATIONAL OUTLOOK HANDBOOK. Bulletin 1650. Washington: Department of Labor, Bureau of Labor Statistics, 1971. 20402

PROBLEM SOLVING TO IMPROVE CLASSROOM LEARNING. Richard Schmuch, et.al. Chicago: Science Research Associates, N.D.

THE PURSUIT OF SELF-ESTEEM. Pauline S. Sears & Vivian Sherman. Belmont, California: Wadsworth Publishing Co., 1964.

REFERENCE BOOKS: COMMUNICATIONS FOR NURSES. G. V. Mosby. Saint Louis, Mo.

THE ROLE OF THE TEACHER IN THE GUIDANCE PROGRAM. R. Willey & M. Dunn. McKnight & McKnight Publishing Company, 1964.

SEVEN STORIES FOR GROWTH. Daniel Sugarman & Rolaine Hochstein. New York: Pitman Publishing Company, N. D.

THEORIES OF CHILD DEVELOPMENT. Henry Maier. New York: Harper & Row, 1965.

THOSE WHO CARE. Laura Nelson Baker. New York: Little, Brown, Co., 1964.

VOCATIONAL ORIENTATION TEACHER'S GUIDE. Little Rock: Vocational-Technical Division, State Department of Education, 1970.

WHAT TO TELL YOUR CHILD ABOUT BIRTH, ILLNESS, DEATH, DIVORCE AND OTHER FAMILY CRISES. Henene S. Arnstein. Pocket Books, 1964.

WHAT TO TELL YOUR CHILDREN ABOUT SEX. Adie Suehsdorf. Pocket Books, 1959.

WORLD OF WORK: OCCUPATIONAL VOCATIONAL GUIDANCE IN THE ELEMENTARY GRADES. Dunn, Payne, & Laws. Leslie Press Corp., 111 Leslie St., Dallas, Texas 75207

YOUR CHILD FROM BIRTH TO TWELVE. Geo. M. Wheatly. Metropolitan Life Insurance Company, 1966.

PERIODICALS FOR TEACHERS AND PARENTS

PARENT TEACHER MAGAZINE, Parent's Magazine Press, 52 Vanderbilt Ave., N. Y., N.Y.

PERIODICALS FOR TEACHERS AND STUDENTS

BOY'S LIFE
CHILDREN'S DIGEST

PERIODICALS FOR TEACHERS AND STUDENTS: (continued)

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING
GRADE TEACHER
HIGHLIGHTS
THE INSTRUCTOR
YOUNG MISS

JOURNALS FOR ADULTS:

AMERICAN VOCATIONAL JOURNAL
CHILDHOOD EDUCATION
COUNSELGRAM (SDE)
COUNSELOR EDUCATION AND SUPERVISION
ARKANSAS EDUCATION ASSOCIATION
NATIONAL EDUCATION ASSOCIATION
THE PERSONNEL AND GUIDANCE JOURNAL
THE SCHOOL COUNSELOR
PARENT TEACHERS ASSOCIATION
NATIONAL ELEMENTARY PRINCIPALS

SPECIAL MAGAZINE ARTICLES:

"Developing Initiative Through a Unit on Cotton," INSTRUCTOR, 51:19

"Occupational Concerns of Sixth Grade Children," VOCATIONAL GUIDANCE QUARTERLY, 18:219-224 (March, 1970)

"Vocational Preparation at the Elementary Level," TEACHING EXCEPTIONAL CHILDREN, 2:63-66 (Winter, 1970)

"Career Experiences Appropriate to Elementary School Grades," SCHOOL COUNSELOR, 17:262-264 (March, 1970)

"Children Explore Careerland Through Vocational Role Models," VOCATIONAL GUIDANCE QUARTERLY, 17:284-289 (June, 1969)

"Occupational Group Conferences in Grade Two," ELEMENTARY SCHOOL GUIDANCE AND COUNSELING, 4:150-151 (December, 1969)

"Developing Resource Units," SCHOOL AND COMMUNITY, 56:23 (November, 1969)

"Occupational Orientation Means Work For You," GRADE TEACHER (April, 1971)

"Workers in the Community," INSTRUCTOR, 76:28-29 (January, 1967)

"On-the-Job Training for Over-age Elementary School Students," SCHOOL SHOP, 25:73-75 (April, 1966)

"Career Development K through 14," AMERICAN VOCATIONAL JOURNAL (December, 1969)

"Fifth Graders View the Work World Scene," ELEMENTARY SCHOOL GUIDANCE AND COUNSELING (May, 1971)